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ABSTRACT

This curriculum guide for grades 4 through 9 uses the life and work of Dr. Martin Luther King, Jr., to teach conflict resolution and to explore the philosophy of non-violence for daily life. To enable students to learn and apply non-violence, it must be modeled in a classroom environment that builds trust and a sense of community. Each of the following sections of the Teacher's Guide contains student activity suggestions: (1) "See Yourself"; (2) "A Strong Man"; (3) "People Power"; (4) "Fighting Back"; (5) "Confronting Fear"; (6) "You Are You, I Am Me, We Are Us, Us Are We"; and (7) "The Power of Nonviolence." An appendix contains a Peacemaker certificate as a student award and a list of 10 other resources. Student pages parallel the teacher guide, in the same chapter format. Role playing is a significant part of the student activities suggested; and brainstorming, problem solving, and decision making are also promoted. An 18-minute video completes the program. Scenes from the civil rights movement are used to help students understand the dynamics of non-violence. (SLD)

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Fighting Fair

Dr. Martin Luther King, Jr. For Kids

Fran Schmidt and Alice Friedman

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Dr. Martin Luther King, Jr. For Kids

Fran Schmidt and Alice Friedman

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Introduction

Dear Teacher,

Fighting Fair: Dr. Martin Luther King, Jr. for Kids offers your students the opportunity to explore the philosophy of nonviolence through the words and actions of Dr. King, and apply it to their daily lives.

Dr. King taught us to see beyond the differences of skin color, language, ethnicity, and religion and to respect the dignity of the human family.

He believed in universal peace with justice, and the promotion of human rights. He believed in resolving conflicts in a spirit of nonviolence and reconciliation.

His dream is yet to be fulfilled. Violence is epidemic in our society. Prejudice, racism, religious intolerance, injustice and war are very much with us. With the proper skills and attitudes our children can change this.

To enable children to learn and apply nonviolence in their lives, it is important to create a classroom environment that builds cooperation, trust, and a sense of community. Model the behaviors you want your students to learn, and be supportive of their efforts.

Tell your students that if they encounter situations which might be potentially dangerous, they need to exercise common sense. Assure students that it is okay to go to adults for help when necessary. Mastering nonviolent techniques takes time and experience.

We must teach our students that Dr. King's message is as important today as it was then. This curriculum is a beginning.

In peace,

Fran Schmidt Alice Friedman

Fran and Alice

Section

1 See Yourself

Concept:

☐ Understanding one's self promotes positive personal change.

Activity 1 Pretest

■ **Goal:**
To enable students to assess their attitudes and behaviors regarding violence and nonviolence.

1.
Assign **Pretest (Student Page 1).**

2.
Lead discussion of students' responses and encourage them to defend their answers. Have students share personal experiences and attitudes toward violence and nonviolence.

3.
At the end of the unit have students re-examine their pretests and see if their feelings have changed.

Section

2 A "Strong Man"

Concepts:

- Nonviolent methods are effective because:
  - the problem, not the person, is attacked,
  - workable and lasting solutions to an injustice are promoted.
- Violent methods are ineffective because:
  - the injustice continues,
  - feelings of hate and a desire for revenge and retaliation remain.
- Fouls - words, actions, and body language can escalate conflicts.
- The strong person is the one who uses nonviolent methods.

Activity 1 Fighting Fair

■ **Goal:**
To enable the students to relate the teachings of Dr. King more effectively to their daily lives.

1.
Introduction by teacher:
Write this Dr. King quote on the board, "**The strong man is the man who can stand up for his rights and not hit back.**" Have a student read it aloud.

Discuss: *What do you think Dr. King meant?*
Note: Tell students that the word "man" was used to include all people.

*We are going to view a video titled **Fighting Fair.** It shows how Dr. King, using nonviolent strategies, stood up for his rights. You will meet a group of kids who are a lot like you. These kids have a problem. Fortunately, they meet someone who shows them Dr. King's strategies.*

While you view the video, notice how Dr. King shows he is a strong person without resorting to violence. Be aware of the words and actions he uses to fight for the rights of his people. See how the kids use Dr. King's strategies to solve their problem.

2.
Show **Fighting Fair** video.

* If you do not have a video, have students perform **Fighting Fair (Student Pages 2-5).**

3.
Display the poster **Rules for Fighting Fair** and assign **Student Page 6.** Discuss:
What does it mean to attack the problem, not the person? What are fouls? What do fouls do to an argument? What does it mean to listen with an open mind? Why is it important to treat a person's feelings with respect? What does it mean to fight fair?

4.
In small groups have students complete **Fighting Fair Works (Student Page 7).**
Discuss:

a. *What were Dr. King's goals?*
(freedom for people to sit anywhere on the bus; eat at any lunch counter; drink from any water fountain; vote in elections; live in the neighborhood of their choice, etc.)

What methods did Dr. King use? (boycotts, sit-ins, speeches, lawsuits, media, etc.)

How effective were his methods?
(they provided a way of action; they gave people a sense of hope, pride, encouragement, and direction; Jim Crow laws were repealed)

b. *What were the goals of each group - boys, girls?* (to use the basketball court)

What methods did each group use at first? (threats, put-downs, pushing)

How effective were they? (caused the problem to worsen)

When were the kids able to deal effectively with their conflict? (when the coach had them sit down and talk - using the Rules for Fighting Fair)

What did the kids do differently after learning the Rules for Fighting Fair?
(they listened to one another; they began to attack the problem instead of attacking each other)

c. *How were the Rules for Fighting Fair similar to the strategies used by Dr. King?*
(attack the problem, not the person; treat other person's feelings with respect; listen with an open mind; take responsibility for your actions)

d. *Why is it in your best interest to fight fairly?*
(promotes workable and lasting solutions; enables needs of both sides to be met; doesn't cause resentment; doesn't promote anger, hostility, need for revenge)

e. *In what ways was Dr. King a "strong man"? In what ways are you a "strong person"?*

5.
Sing the **Conflict Resolution Rap (Student Page 8).**

Activity 2 Fighting Fouls

■ **Goal:**
To have students identify "Fouls" (words, actions, body language) and the effect they have on a conflict.

1.
Introduction by teacher:
How many of you have heard the saying, "Sticks and stones will break my bones, but names will never hurt me"? Do you agree? How does name-calling hurt?

It has also been said that words can "wound" like bullets. Can you think of a time when someone used words like bullets against you? How did it make you feel? How did these feelings influence the conflict?

2.
Assign **Fighting Fouls (Student Page 9).**

a. Have students read the skits and underline the words, actions, body language that illustrate **Fouls.**

b. Identify which **foul** was used.
("You stupid..." — name-calling; "sneering" — body language, etc.)

c. Discuss: *How do these **fouls** make you feel? What effect do they have on a conflict?*
(cause conflict to escalate)

3.
Role play both skits.

4.
Follow-up discussion:
How do you think each of these skits will end?
Were any of the characters effective in the way they communicated? (Doug)
*In what ways was Doug like the **strong man** in Dr. King's quotation?*
(helped identify the problem; didn't resort to name-calling; offered constructive advice)
*In what ways are **fouls** acts of violence?*
(violence refers to anything that hurts people physically or emotionally)

5.
Be a playwright: Have students write and act out endings to **"The Cafeteria."**

Activity 3 Positive/Negative Statements

■ **Goal:**
To have students realize how many positive/negative statements are directed to them in one school day.

1.
Introduction by teacher:
We are going to conduct an experiment to find out how many times in a school day people say hurting words to us. We will also keep track of positive words said to us.

First, write down an estimate of the number of positive and negative statements you think you will hear. Then at the end of the day, we will see how accurate your estimate is.

2.
Have students put a 2-inch segment of masking tape on each wrist and tally on the left wrist the number of positive statements they hear, and on the right wrist, the number of negative statements they hear.

3.
Follow-up discussion:

How close was your tally to your estimate?
Did the results of the experiment surprise you? Explain.
How did you handle the negative statements or fouls?

Did any of you use the Rules for Fighting Fair? Explain.
Would you like to learn some of Dr. King's teachings to fight fairly when fouls are used against you?

Section

3 People Power

Concepts:

- Cooperation gives people the courage and strength needed to solve a problem.
- Non-threatening communication skills are necessary to be heard and to be effective.
- It takes courage to speak out against injustice.

Activity 1 The Rosa Parks Story

■ **Goal:**
To enable students to understand that it takes courage to stand up for their rights without using violence. To empower students with non-threatening communication skills to deal with acts of verbal violence.

1.
Introduction by teacher:
Write the following Dr. Martin Luther King, Jr. quotation on the chalkboard, and discuss:
"It is ultimately more honorable to walk the streets in dignity than to ride the bus in humiliation."

Dr. King's work towards achieving equality began with an incident in the life of Rosa Parks. While some students in our class act out this incident, think about how you would feel if you were a passenger on the bus.

2.
Have students act out **The Rosa Parks Story (Student Pages 10-11).** Note: In Scene II students do not have dialogue. Encourage them to express diverse opinions as they act out the parts. (I feel angry, frustrated, excited, proud, scared, confused. I think she deserved what happened to her. It's about time the laws were changed. She's a brave woman. I'm only doing my duty, etc.)

3.
Follow-up discussion:
In what ways did Rosa Parks' actions illustrate Dr. King's quotation?
(courage, dignity and a refusal to be humiliated)

Why do you think no one on the bus had the courage to speak up for Mrs. Parks?
(afraid of the consequences; didn't know how to go about it; apathy)

Have you ever been in a situation where you were afraid to speak up against something you knew was wrong? Tell about it.

What keeps people from standing up for what they know in their hearts is right? (fear of being ridiculed or hurt; not knowing what to say; shyness, etc.)

4.
Wrap Up:
Have students re-read the quotation and discuss it. The students will probably better understand what Dr. King meant after being involved in this lesson.

Activity 2 "I Care Language"

■ **Goal:**
To empower students with non-threatening communication skills.

1.
Introduction by teacher:
Dr. Martin Luther King, Jr. said, ***"We must not seek to defeat or humiliate an opponent but to win friendship and understanding. ... Every word and deed must contribute to an understanding."***
Discuss: *What do you think Dr. King meant?*

Like Rosa Parks, we sometimes find ourselves in a situation where we want to speak up for our rights, but we don't always know what to say or do. When we are angry or hurt, it is even more difficult to respond in a nonviolent way. We often want to get even and strike back - even though Dr. King reminds us: ***"From violence comes more violence."***

2.
Here is a technique called ***I Care Language*** *which will help you communicate your needs and feelings in a nonviolent manner.* ***I Care Language*** *has four parts.* List on board:

1 Use the other person's name.
2 Tell how you feel.
3 Identify the problem.
4 Tell what you want.

Example:
John, I feel really angry when you call me stupid. Please stop.
1 2 3 4

3.
Follow-up discussion:
Why is it important to use the person's name?
(acknowledges the other person as a human being; provides a human connection between you and the other person)
Why is it important to tell the person how you feel?
(sometimes the other person does not realize that you have the same feelings and are hurting)
Why is it important to identify the problem?
(a clear focus allows you to attack the problem rather than the other person and keeps the conflict from escalating)
Why is it important to tell the other person what you want done about it?
(clearly stating what you want done lets the other person know exactly what you want him/her to do)

4.
Assign **Stand Up and Speak Up! (Student Page 12)**. Discuss and role play. Have students write other conflict situations and use **I Care Language** to respond.

Activity 3 CRx Clinic (Conflict Resolution Experts Clinic)

■ **Goal:**
To give students practice solving conflicts nonviolently.

1.
Introduction by teacher:
Practice makes perfect, and many professionals (tennis and football players, musicians, doctors) attend clinics to become experts in their fields. Today, we're going to set up a Conflict Resolution Experts (CRx) Clinic to explore and practice some effective conflict resolution skills, so you can become Conflict Resolution Experts (CRxperts).

2.
Identifying the conflict:
Put students in small groups. Assign **Conflict Resolution Clinic (Student Page 13).**
We will begin our CRx Clinic by diagnosing the conflict ***The Case of the Broken Bridge.*** *Use the Rules for Fighting Fair to help you resolve the conflict. As you read both sides of the story, identify the problem and the feelings of the individuals involved. Write your ideas on the CRx Card.*

3.
Finding solutions:
Have students brainstorm possible solutions to the problem. In **brainstorming**: All ideas are accepted, no matter how wild or unusual. No discussion or criticism. Have students record the ideas on the CRx Card.

4.
Selecting a win/win solution:
Write on board the criteria for a win/win solution:

A Win/Win Solution:

- Is specific. (Are important details included? When? Where? How? Who?)
- Is balanced. (Do both people share responsibility for solving the conflict?)
- Is realistic. (Is it do-able?)
- Is satisfying to both sides.

Have students select and write the solution(s) they think will solve the conflict on the CRx Card.

5.
Role play:
Have students role play their solutions to the problem. Discuss the effectiveness of each solution, using the criteria for a win/win solution.

6.
Have students write other conflict situations and resolve them. The clinic should be on-going throughout the year so that students will become competent CRxperts.

Section

4 Fighting Back

Concept:

Taking successful action requires clear goals, effective communication, good organization, cooperation, courage and a deep commitment to what is right.

Activity 1 The Boycott

Goal:

To enable students to learn that conflict and injustice can be successfully resolved through the creative use of nonviolent action.

1.
Introduction by teacher:
Write the following Dr. Martin Luther King, Jr. quotation on the chalkboard, then have a student read it aloud:
"If we meet hate with hate there will be more hate. From violence comes more violence."

Discuss: *What do you think Dr. King meant?*

We have learned that nonviolent action is a powerful tool to help us stand up for our rights. We have also learned that nonviolent action takes courage, communication, cooperation and commitment.

Now, as we listen to, and take part in the play ***Taking Action,*** *we are going to find out how the people in the black community responded to the arrest of Rosa Parks. While we watch the first three scenes, think about the ways Dr. King used the Rules for Fighting Fair to achieve nonviolent change. Listen for the 4 C's -* ***Courage, Communication, Cooperation, Commitment.***

2.
Assign parts to students, and present Scenes I, II, and III of **Taking Action (Student Pages 14-16).**

3.
Discuss:
If you were a black citizen how would you feel if you heard the people interviewed on Channel 3 News?

What determined the success of the boycott?
(the ability to **communicate** clearly the goals and plans to the people involved; the **cooperation** of the black community; the **commitment** to the goal; and the **courage** to use the power of nonviolence)

How did forming the Montgomery Improvement Association help the success of the boycott?
(provided leadership to do the planning, negotiating, communicating with the media)

How would you feel if you were part of the boycott?

4.
Assign parts to students, and present Scenes IV, V, VI.
Discuss:
How did Dr. King respond to violence?
(met violence with nonviolence)
How do you think the boycott would have been affected if violence were used by Dr. King's people?
(the white community would have responded with more brutality; people would be more concerned about the violence used by the blacks than about the injustices they were forced to endure; white people would have lost respect for the black people)
What did the boycott accomplish?
(The Supreme Court ruled that segregation on city buses was unconstitutional; black people realized the power of cooperation to change an injustice.)

Activity 2 The Living Words

■ **Goal:**
To give students the opportunity to interpret some of the ideas of Dr. King and brainstorm practical ways that they can be applied in their daily lives.

1.
Put students in small groups. Assign **The Living Words (Student Page 17).** Give each group one quotation. Have each group discuss what the quotation means and what practical application it has in their daily lives. Encourage students to find a creative way to give their presentation.

Activity 3 Walls or Bridges?

■ **Goal:**
To have students identify the feelings and behaviors which build or destroy community.

1.
Introduction by teacher:
*Dr. Martin Luther King, Jr. said, "***Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible."**
Discuss: *What do you think Dr. King meant?*
Hold a brick in your hand. *I can use this brick either to build something or destroy something. How is communication like a brick?*
Our words and actions can be like bricks. They can either build bridges of understanding or block communication and isolate us from others.

2.
Put students in small groups and assign **Walls or Bridges? (Student Page 18).** Have each group share its responses.

3.
Discuss:
What behaviors and feelings build walls? (anger, gossip, envy, prejudice, indifference)
What behaviors and feelings build bridges? (trust, love, understanding, empathy, etc.)

4.
Have each student complete **Building Bridges (Student Page 19).** Share.

5.
Find articles in the newspapers which show actions that build bridges or build walls. Share. Create a bulletin board "Walls or Bridges?"

Section

5 Confronting Fear

Concepts:

Courage is the power of the mind to overcome fear.

Courage is an inner resolution to go forward to face fear with responsible action.

Courage takes time and practice to develop.

Overcoming fear gives a feeling of self-respect and power.

Activity 1 "In Their Shoes"

■ **Goal:**
To enable students to empathize with the participants of the civil rights movement as they overcame fear to take responsible action.

1.
Introduction by teacher:
Write this Martin Luther King, Jr. quotation on the chalkboard and discuss:
"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Discuss:
What do you think Dr. King meant?
(It is easy to talk about courage when you are not faced with a fearful situation. It is much more difficult to take a stand when you are directly involved. Fear keeps us from taking action during times of challenge and controversy.)

During our studies of Dr. King, we have seen many examples of courage by ordinary people who stood up for their rights. Dr. King taught them the skills needed to confront their fears and take nonviolent action.

After the Montgomery bus boycott, many injustices still existed. Blacks still could not be served in most restaurants, go to white hotels, swim in public pools and beaches, attend white churches, schools, libraries, or theaters. Blacks had to pay a special tax and take a test before they were allowed to vote. Dr. King and his followers planned many strategies to confront and change these unjust laws.

The people who participated in the civil rights movement were ordinary people, just like you. They saw an injustice and decided it was time to do something about it.

2.
Select six students to read the role cards **In Their Shoes (Student Pages 20-21)** to the class.
While you are listening to the stories of the brave civil rights activists and the victim of a bully, try to put yourself in their shoes and imagine how you would feel.

After each role-play ask:

How would you feel if you were in that situation?
What might you be thinking?
What would you do?
What are some nonviolent ways that kids can stand up to a bully?

Note: If bullies are a problem in your school, have students think of ways that they can include the "bully" in their activities and perhaps win his/her friendship. If bullying continues, it should be reported to the administration.

3.
Follow-up discussion:
Do you think the suffering these civil rights activists endured was worth it? Have things changed because of what they did? (Have students compare situations then with today. Interview relatives, friends, and neighbors to find out how things were before the Rosa Parks incident.)

What do you think might have happened if blacks had returned violence with violence? (the focus of attention would have been on the violence rather than the injustice; bitterness and hatred would have increased on both sides)

How do you feel about a person who stands up for what is right without using violence?

Activity 2 Facing The Monster

■ **Goal:**
To have students identify fears they wish to overcome.

1.
Introduction by teacher:
*Dr. Martin Luther King, Jr. said, "**We must face our fears and honestly ask why we are afraid.**" What do you think Dr. King meant?*

Most of us will never have to face the challenge that the people in the civil rights movement did. However, there are many situations in our everyday life that require courage. Courage means being laughed at, risking failure, risking losing friends, risking giving up things you really want. Courage means overcoming fear.

2.
Assign **Facing The Monster (Student Page 22).** Hand out crayons and markers.
We have learned about some of the brave actions of the people who participated in the civil rights movement. They had the courage to stand up to injustice even though they were afraid. Fear is like a monster that lives inside all of us. The monster swallows up our courage and keeps us from doing many things that we want to do.

Today, we are going to confront this monster. Let's begin by drawing a picture showing what your monster looks like. Then, write some of your fears on your monster.

3.
In small groups, have students share their monsters and fears.
Note: This activity may be threatening to some students. It is important for the teacher to move from group to group, listening and encouraging participants.

4.
Whole-group discussion:
How does your monster affect your actions?
(keeps me from speaking up; getting involved; trying new things; learning new skills)

Activity 3 Overcoming The Monster

■ **Goal:**
To have students develop and implement a plan of action to overcome fear.

1.
Introduction by teacher:
Dr. King said, ***"Normal fear protects us; abnormal fear paralyzes us. Our problem is not to be rid of fear but rather to harness and master it. Courage is the power of the mind to overcome fear. Courage is the inner resolution to go forward in spite of obstacles and frightening situations."*** *What do you think Dr. King meant?*

Today we're going to put our heads together and brainstorm some ways we can overcome our monsters.

2.
Put students in small groups and have them brainstorm ways to overcome fear. Review the rules of brainstorming. (All ideas are written down without comment, no matter how crazy they may seem.) Record all ideas on newsprint for sharing.

3.
Whole-group discussion:
Are there any ideas that you can use to confront your monster? How will you do it?

4.
Assign **Overcoming The Monster (Student Page 23)**. Challenge students to develop a plan of action to overcome their "monster fears." As students overcome a fear, encourage them to celebrate each act of courage.

5.
Assign **"A Time for Courage."** Share.

Activity 4 Justice or Injustice?

■ **Goal:**
To have students identify what is meant by justice and injustice.

1.
Introduction by teacher:
Dr. Martin Luther King, Jr. said, ***"Injustice anywhere is a threat to justice everywhere."*** *What do you think Dr. King meant?*

Dr. King devoted much of his life fighting for justice. What were some situations that Dr. King thought were unjust? What are some situations which you think are unjust in today's world?

2.
Assign **Justice or Injustice? (Student Page 24)**. Discuss.

Activity 5 The Witness

■ **Goal:**
To empower students to speak out against an injustice, individually or as a group.

1.
Introduction by teacher:
Many times we find ourselves in a situation where something is said or done that we know is not right. We would like to speak out, but we don't know what do say or how to say it. We are afraid to get involved. The newspapers sometimes tell stories of bystanders who do nothing to help people whom they see being attacked.

A witness to an injustice can be a powerful force in helping a victim deal with the injustice. We must remember the ***Rules for Fighting Fair*** *because it is important that all the people involved come out of the conflict with feelings of dignity, respect, and justice.*

No one is born knowing how to communicate effectively. In our next activity you are going to practice some skills that will help you to speak up against an injustice.

2.
In small groups, assign **The Witness (Student Page 25)**. Have students read the four situations and discuss what they, as witnesses, could do to deal with the injustices. Then have each group role play their most effective ending for the class. Discuss and evaluate.

It is important that students learn the power of group action. Encourage them to use **I Care Language** and the **Rules for Fighting Fair**. Examples:

"George, I feel annoyed when you take Bill's cake. It's not fair. Please give it back."
"Bill, I know how you feel. Take half of my cake."

"Angela, I feel angry when you say that Claudia is not welcome. Let's invite her into our group so that we can get to know her better."

"John, that's a dangerous jump. Don't do it."
"Brian, I feel scared when you challenge John to do a dangerous jump. I know I wouldn't want to do it. Please don't dare people to do dangerous things. Let's go."

"Ann, I felt upset when the teacher blamed Maria for throwing the eraser at Joseph. I saw you do it and it's not fair that she got the blame. What do you think you should do about it?"

3.
Find articles in the newspapers that tell stories about people who speak out when they see an injustice. Share. Post on bulletin board.

4.
Wrap up:
Have these activities helped you confront your fears? Do you feel more confident in your ability to speak up for what is right? Are you ready to commit yourself as a peacemaker?

Section

6 You Are You, I Am Me, We Are Us, Us Are We

Concept:

All people are worthy of dignity and respect regardless of race, nationality, religion, physical appearance, or beliefs.

Activity 1 I Am Me, You Are You

■ **Goal:**
To enable students to understand that each of us is unique, yet, all of us are interdependent.

1.
Introduction by teacher:
Write this Martin Luther King, Jr. quotation on the chalkboard, then have a student read it aloud:
"I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be."

Discussion:
What do you think Dr. King meant?
(Each of us is unique and yet we cannot live without each other. Our lives are interdependent. What I say and do affects you. What you say and do affects me.)

How does the behavior of one angry person affect the class? (the anger moves from one person to another like dominoes; causes tension and stress)

How does the behavior of one peacemaker affect the class?
(causes people to like and trust each other; reduces stress and tension)

2.
Assign **Meet Me! (Student Page 26).**
You will have the opportunity to discover some special things about yourself, your dreams, and your world. Have you heard the expression "You can't judge a book by its cover"? Design a book cover that reflects your outside self. While you are working, think about the people and things that influenced your outside self - the way you look, act, dress, talk, etc. Your ***book covers*** *will reflect the uniqueness of each one of you.*

3.
In small groups have students share their **covers**.

4.
Discussion:
How have family, friends, movies, TV, etc. influenced your ***cover****? Have these influences changed, and do you think they will change in the future? Is there a difference between your* ***cover*** *and your* ***inner*** *self?*

5.
Assign **Pages of my Life! (Student Page 27).** Fill in each section with information that you think most represents you.

6.
In small groups, have students share their responses.

7.
Discussion:
What did you discover about yourself? Your classmates? How do our individual differences enrich all our lives? What do you think this means, "Everyone is unique and precious."?

8.
Things Other People Like About Me! (Group affirmation)
In small groups have students pass a sheet of paper to the other members of the group. All group members will write something they like about each person on that person's paper. When completed, have all group members tell each other what they wrote. This is a powerful group affirmation because students not only receive affirmation but have an opportunity to give it.

Whole class affirmation: Form a circle and you and your class hold hands. Turn to student on your right and say something meaningful that you like about that person. This person does the same with the next person. Continue until everyone has participated.

Activity 2 I Have A Dream!

1.
Introduction by teacher:
Dr. King had a dream and a vision for America. Injustice, racism, and oppression were the enemies which had to be attacked. He used nonviolent weapons to win the hearts and spirit of the people. What is your dream?
Assign **I Have A Dream (Student Page 28).**

2.
Discussion:
From the time of Dr. King's speech how have things changed in schools, transportation, public facilities and employment?
Does injustice, racism, and oppression still exist in America and in other parts of the world? Give examples.
How does your school and neighborhood welcome people of different races and ethnic backgrounds?

3.
Have students write their personal dreams and share with class.

Activity 3 My World

1.
Introduction by teacher:
*Dr. King told us, **"We must all learn to live together as brothers and sisters or we will perish together as fools."** What do you think Dr. King meant?*
He had a dream, a vision, that all people of color, creed, or religion could live together in a just and peaceful world. Do you share Dr. King's vision?

2.

2.
Positive Imaging:
Close your eyes and imagine what a world at peace would be like. What do you see? Hear? What are the people doing? How do young people your age talk and relate to each other? Adults? What is the environment like? Does everyone have food, jobs, human rights? How are conflicts resolved?
Give students three to five minutes for this exercise. Have students share their images of a peaceful world.

3.
Follow-Up:
In small groups have students brainstorm ways in which they can help create a more peaceful school, community, and world. Share.

4.
Assign **My World (Student Page 29)**. Share.

5.
Collect newspaper articles which show how people are working together to make the world a better place to live. Make a bulletin board.
Write to local/national organizations for information on their activities and goals. Invite a speaker.

Activity 4 Power of Love

■ **Goal:**
To give students the opportunity to use the power of love and understanding to reconcile differences between them and another person.

1.
Introduction by teacher:
*Dr. King said, "**Love is the only force capable of transforming an enemy into a friend.**" What do you think this means?*
Have you ever had a quarrel or disagreement with another person and you ended up being "enemies"? Write a letter to that person attempting to resolve the situation and offering a gesture of friendship.

2.
Assign **The Power of Love (Student Page 30).** Encourage students to find the courage to take a risk and send the letter.

Activity 5 In The Mirror

■ **Goal:**
To have students take another look at their attitudes and actions to see if they have changed.

1.
Introduction by teacher:
*Dr. King said, "**The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.**" What do you think Dr. King meant?*

2.
Assign **In The Mirror (Student Page 31)**. Have students complete the survey.
Discuss: *Are you satisfied with the results of your survey? If not, what can you do to change the situations? What have you learned about yourself?*

Section

7 The Power of Nonviolence

Concepts:

Nonviolence is positive action for human good, using means that help and do not harm.

Nonviolence is based on the belief that all human beings have worth and dignity.

Nonviolence is a way of life.

Violence injures and destroys. Violence is a disorder of human relationships.

Activity 1 Is There Violence In Your Life?

■ **Goal:**
To have students identify the sources of violence in their lives.

1.
Introduction by teacher:
Some parents, educators, psychologists and others are concerned that many children are exposed to too much violence in their early years. They say that television programs, movies and video games glorify violence and war. As a result, children behave in aggressive and violent ways. Kids make fun of other people's skin color, ethnic heritage, and religion. They even attack each other's mother. We hear about kids beating or killing kids over caps, sneakers and jackets. Gang members kill other gang members. Little arguments escalate into violence. Is there a relationship between media violence and children's behavior? You will have the opportunity to find out.

2.
Assign **Is There Violence In Your Life? (Student Page 32)**. Read the introduction.
Discuss: *In what ways do you think television, video games, movies, comics, and heroes contribute to the violence in our society? From what other sources do you think young people learn to react to situations with violence?*

3.
Give students a few days to complete their investigations.
In groups, have students share their findings.

4.
Whole-class activity:
Have students tally their information and discuss their findings.

5.
Assign **Now What? (Student Page 33)**. Have students write their ideas in the form of a letter to the editor of a local newspaper. Share. Have students mail letters.

6.
Have students brainstorm some things that they can do to reduce violence in the lives of children. (write letters to corporations which sponsor violent television programs, create posters that would encourage children and parents not to buy war/violent toys, mediate conflicts between kids)

Activity 2 Nonviolence Is A Way Of Life

■ **Goal:**
To have students use the Fight Fair model to resolve interpersonal conflicts.

1.
Introduction by teacher:
Dr. King has shown us how he used the power of nonviolence to change unjust laws. The power of nonviolence can be used by anyone who has courage. Whenever we have a conflict we can remember to Fight Fair. Here is a method that you can use when you have a conflict with another person.

2.
Assign **Fight Fair! Attack the Problem, Not the Person (Student Page 34)**. Read and discuss the 8 steps. Have students practice each step:

1) **Cool Off.** Have students brainstorm ways to cool off. Practice counting to ten slowly and taking deep breaths. Encourage them to pick a method that they think will work for them. It's almost impossible to talk out the problem when people are very angry.

2) **Use I Care Language.** Practice, practice, practice. Have students practice **I Care Language** until it becomes a natural part of their behavior. No fouls allowed.

   Brainstorm ways to get the other person to sit down and talk over the problem. Example: Joey, I feel angry when you tell the other kids not to pick me for the team. Let's talk. Okay?

3) **Find the right time and place.** Conflicts are easier to deal with when there is no audience watching; or when you and the other person are not in a hurry or in the middle of something. Have students identify appropriate and inappropriate times for problem solving.

4) **Listen to each other.** Have students discuss why it is important to listen to each other's side of the story. (A conflict is like a puzzle. You need the two pieces to see the whole picture.)

   Give students practice in active listening. (see #5 Teacher Page 19)

5) **Listen to feelings.** Have students identify feelings they have in some common conflict situations. How important are feelings in a conflict? (In every conflict situation, feelings are involved.)

6) **Brainstorm for solutions.** Provide opportunities for students to brainstorm problems. They need lots of practice.

7) **Select a win/win solution.** Review the criteria for a win/win solution. (Teacher Page 7) Why is it important for both people to feel good about the solution?

8) **Implement the solution.** Why is it important to take responsibility for carrying out your side of the agreement? How would you feel if the other person carries out his/her side of the agreement?

3.
In groups of two, have students write conflict situations. Have them use the **Fight Fair** model to resolve the conflict. Role play.

4.
Discussion:
How did you feel when you talked over the conflict with the other person? Why is it important to talk about feelings? How important is it to listen to the other person's point of view? Why is it important to come up with a win/win solution?

5.
Active listening:
Discuss: *How important is listening? How do you know when someone is listening to you?* (the person is looking at you; not playing with something in their hands; doesn't interrupt; can repeat back what you said)

Pair students. One talks for one minute on a topic. The other listens. At the end of the minute, the listener repeats what the talker said. They then change roles.
Topics can include: If I won the lottery. My favorite vacation.
My scariest dream. My favorite hobby. (Have students suggest other topics.)
Note to teacher: Have students practice active listening exercises several times a week to strengthen their listening skills.

Activity 3 Mediation Works!

■ **Goal:**
To teach students mediation as a process for conflict resolution.

1.
Introduction by teacher:
Most of the times kids and adults can solve their own conflicts by using the Rules for Fighting Fair and talking out the problem, but sometimes outside help is needed. The person who helps others resolve a conflict is called a mediator. The mediation process is used to settle disputes between neighbors, labor and management, manufacturer and consumer, and between countries. Young people around the world are learning to be mediators so that they can help their classmates and friends talk out their conflicts. You are going to learn how.

2.
Assign **Mediation in Action (Student Page 35).**
Read and discuss the Mediation Procedure.
Note: The mediation procedure can be done either formally or informally. A simplified version of the formal method is the model that is used here. As students learn and use the mediation process through role plays, they will gain respect for mediation as an effective tool to resolve conflicts. To use mediation informally have students develop a simple introduction, conclusion, and mediation form. Steps 2,3,4 always stay the same. **If students or teachers use mediation with real disputants, conduct the mediation session in private. There should not be an audience or witnesses. Mediation is not a trial. The goal of mediation is to solve conflicts, not assign guilt.**

3.
Select four students to role play the mediation simulation **"Trouble on the Playground" (Student Pages 36-37)** to whole class. Have other students follow the six- step process. Students can use this simulation as a model to help them role play other mediation cases.

Follow-up discussion:

To the students in conflict:
How do you feel about the mediation process? What did you learn from it?
To the mediators:
What were some of the problems of being mediator?
How do you feel about the mediation process?

4.
Whole class discussion:
What is mediation? What is a mediator? What qualities should a mediator have? (good listening skills, ability to repeat what a person says, ability to make people feel comfortable, keep information confidential, ability to ask open-ended questions)
Why is it important for the mediator to repeat what is said by the students in conflict?
Why is it important to share feelings?

5.
Put students in groups of four. Assign **Mediation Role Plays (Student Page 38)**. Have students role play one case at a time. Have groups share their solutions and discuss. Complete **Mediator Report Form (Student Page 39).** Reproduce more report forms, when necessary.

6.
Have students write other conflict situations for mediation. Provide time for practice during the week. If classmates have a conflict they can't resolve, encourage them to select two students they know who are impartial to mediate it.

Activity 4 A Celebration - Our Day Of Nonviolence

■ **Goal:**
To enable students to apply the nonviolent philosophy of Dr. King to their lives for one day at school.

1.
Introduction by teacher:
Nonviolent behavior takes practice! It's habit forming. The more we use it, the more successful we will be. Eventually, it will become automatic behavior. We're going to plan a day of nonviolence so that we can use our skills as peacemakers and celebrate what we have learned.

2.
Have students plan and celebrate with a day of nonviolence. (cooperation games, songs, art activities, thoughtful actions, mediate disputes)

3.
Discussion:
How was our classroom different today from other days? What activities did you like best and why? Did some activities cause problems or conflicts? How were they handled? Did anyone act as a peacemaker? Explain. How can we make nonviolence part of our daily lives?

4.
Have students design a **Dr. King Peace Award.** Have them develop the criteria, selection process, and ways the winner will be honored.

5.
Present a **Conflict Resolution Certificate** to all students who have successfully completed learning how to resolve conflicts nonviolently. (Appendix)

Activity 5 The Nobel Peace Prize

Goal:
To have students investigate the lives of individuals who achieved great honor for their nonviolent work in bringing about a more peaceful and just world.

1.
Introduction by teacher:
Dr. Martin Luther King, Jr. received the Nobel Peace Prize in 1964 for his creative use of nonviolent action to achieve racial justice. Who was Alfred Nobel and why did he set up the Nobel Peace Prize? What other individuals received the Nobel Peace Prize? What methods did they use to achieve their goals? What were their contributions to human kind? Let's find out.

2.
Assign **The Nobel Peace Prize (Student Page 40)**. Read and discuss. Give students time for library research. Have students share their information in a creative way.

3.
Have students nominate a world leader they think deserves the Nobel Peace Prize. Assign **I Nominate (Student Page 41).** Share.

Activity 6 Nonviolence Works!

Goal:
To have students identify individuals who have used nonviolent methods to change an injustice.

1.
Introduction by teacher:
*Dr. Martin Luther King, Jr. said, "**We must forever conduct our struggle on the highest plane of dignity and discipline. We must not allow our creative protest to degenerate into physical force."** What do you think Dr. King meant?*
Throughout history there have been people who have worked nonviolently to change an injustice. They have learned to use their anger constructively.

2.
Assign **Nonviolence Works! (Student Page 42).** Discuss:
What were the goals of Gandhi? Chavez? Carson? What methods did they use to reach their goals? How effective were they? Were there other methods they could have used?

3.
Have students find out more about other peacemakers who used nonviolence to make a difference. Encourage them to present their information in a creative manner. (role plays, television program, puppets)

4.
Have students bring in newspaper and magazine articles that show conflicts which have been resolved through nonviolence. Identify the problems and the methods used.

Activity 7 Getting Involved In The Community

■ **Goal:**
To give students an opportunity to practice and apply the skills and techniques taught by Dr. King.

1.
Introduction by teacher:
During his lifetime, Dr. King worked hard to eliminate segregation, discrimination and racism. Much was accomplished. Unfortunately, racism still exists. Dr. King showed us the way and it is now up to us to continue his work.

I'm going to read an excerpt from an article that appeared December 15, 1985 in a local newspaper. As you listen, try to imagine if this kind of act could happen in your neighborhood.

Racism Mars Neighborhood

The Elmwood neighborhood of Philadelphia is a place of hatred and fear in the "City of Brotherly Love". A place where blacks aren't welcome. A black family moved into a white neighborhood October 31. Every day, groups of white people chanted "Beat it! " at their front door. On November 20 that family moved out. Shortly after they moved, arsonists burned their house.

2.
Discussion:
How do you think the black family felt?
What would you do if you were a member of the black family?
What would you do if you were their neighbor? What else could the black family have done besides move out? Why do you think racism still exists?

3.
Small groups:
Pretend that this situation happened in your community. Use ***Stepping Into Action (Student Page 43)*** *to draw up a plan.* Remind students to use some of the fighting fair skills they learned. Share with class.

4.
Have students select a situation in their school or community that they would like to change and use **Stepping Into Action** as a guide.
Some suggestions: There is a pollution problem in the area.
The neighborhood surrounding the school has lots of litter.
There is no traific light on a busy corner where young children cross to go to school.

5.
Encourage students to be alert to news articles which tell about racist practices in their community, country, or in other countries. Challenge them to take nonviolent action to eliminate such practices.

6.
Conclusion:
Have students look at the pretest which they took at the beginning of this unit. Have them look over their early responses and see if they would answer the items any differently. Perhaps the students would like to send their comments about this unit to PeaceWorks, Box 191153, Miami Beach, FL 33119. All responses will be acknowledged.

In Recognition of Distinguished Achievement in

CONFLICT RESOLUTION

has been granted this Certificate and the Title of

PEACEMAKER

Given at *this* *day of* *19*

Signed

Signed

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Other Resources

Peacemaking Skills for Little Kids Preschool - Grade 2
Through puppetry, role playing, body movements, story telling, discussion, art, music, and circle activities children develop positive self-esteem, sensitivity to the needs of others, respect for human differences, love for the natural environment, and ways to handle conflict nonviolently.
Peacemaking Skills for Little Kids comes with complete teacher's instructions, "I Care Cat" puppet, audio cassette, and "I Care" poster.

Creative Conflict Solving For Kids Grades 4-9
This interdisciplinary resource unit challenges students to deal creatively and constructively with conflict. Through brainstorming, role playing, problem solving and decision making, students learn the skills of creative communication, active listening, fighting fair, critical thinking, and cooperation.
Creative Conflict Solving for Kids comes in ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster.

Fighting Fair: Dr. Martin Luther King, Jr. for Kids Grades 4-9
Students are challenged to resolve conflicts with skills, not fists, within the framework of Dr. King's philosophy of nonviolence. Students are involved in brainstorming, role playing, problem solving, decision making, and mediation.
Fighting Fair: Dr. Martin Luther King, Jr. for Kids comes with an eighteen-minute video, ready-to-use student workbooks, teacher's guide, and Rules for Fighting Fair poster.

Come In Spaceship Earth: Kids as Crew Members Grades 4-12
Students serve as crew members aboard Spaceship Earth, as they learn to work cooperatively in a common mission - survival and the improvement of the quality of life for the human family.
Come In Spaceship Earth comes with a music video recorded in seven languages, a comprehensive teacher's guide, reproducible student pages, class simulation game, and a colorful poster of Planet Earth with an inscription from Chief Seattle.

Fighting Fair for Families
This clearly written and delightfully illustrated booklet offers many practical, down-to-earth suggestions to help families improve communication and coping skills. Learn how to cool down the emotions, avoid a contest of wills, turn problems into possibilities, use "I Care" messages, negotiate and mediate.
Fighting Fair for Families comes with a Fighting Fair poster sized to fit on your refrigerator.

For further reading: books by Dr. Martin Luther King, Jr.

Stride Toward Freedom, Harper & Row, 1958
Strength to Love, Harper, 1963
The Trumpet of Conscience, Harper & Row, 1968
Where Do We Go From Here: Chaos or Community?, Harper & Row, 1971
Why We Can't Wait, Harper & Row, 1964

The Martin Luther King, Jr. Center For Nonviolent Change, Inc., 449 Auburn Avenue, N.E., Atlanta, Georgia 30312 also has many resources available.

The Grace Contrino Abrams Peace Education Foundation, Inc.
P.O. Box 191153, Miami Beach, Florida 33119
Phone (305) 576-5075 FAX (305) 576-3106
Toll Free (800) 749-8838

A Letter From the Authors

Dear Student,

Dr. Martin Luther King, Jr. was a civil rights leader and peacemaker who worked for the equality of all people. He fought prejudice, racism, war and injustice. Dr. King preached and practiced nonviolence and advocated the dignity of the individual. He learned how to fight fair; how to attack problems and not people. He learned the power of words and he used them to achieve civil equality for blacks in the United States.

Dr. King's work is unfinished. Everyday we read in the newspaper or see and hear on television news, stories about kids beating and sometimes killing other youth. Young people are often tormented and ridiculed because of their skin color or where they were born. Religious temples and cemeteries are trashed or defaced with hate messages. The selling and using of drugs are making our streets unsafe. Many people live in communities that have become "war zones."

Racism, prejudice, violence and injustice are very much alive. Rather than celebrating the uniqueness of all people, we make individual "differences" our enemies. Rather than confronting injustice with courage and commitment, we often look the other way. Rather than searching for nonviolent solutions to problems, we often choose to use violence, both at home and in international situations.

Dr. King's message is as important today as it was then. You have the wonderful opportunity to study Dr. King and explore the power of nonviolence as a guide to your personal life, and nonviolence as a tactic for social change.

If you encounter situations which may be potentially dangerous, you need to exercise common sense. It is okay to go to adults for help when necessary.

Peacemaking begins with you.

Sincerely,

Fran Schmidt Alice Friedman

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See Yourself

You're the Judge!

check: I AGREE I DISAGREE

1. It's okay to hit someone who hits you first.
2. You can stand up for your rights without being violent.
3. It takes more courage to solve a problem without violence than with violence.
4. Hurting someone's feelings is a form of violence.
5. People "put down" other people because they don't know another way to respond.
6. When you see someone being unfairly treated, the best thing to do is to mind your own business.

Honest Answers, Please!

Situation	WHAT I USUALLY DO & HOW I FEEL
1. Someone calls me "chicken."	
2. Someone calls my mother a name.	
3. A bully threatens a classmate.	

Make a Sentence.

1. Strength is
2. Courage is
3. Violence is
4. Nonviolence is

Check it Out

"The strong man is the man who can stand up for his rights and not hit back."

What do you think Dr. Martin Luther King, Jr. meant?

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S 1

Fighting Fair

Adapted from the video "Fighting Fair".

Basketball court.

Yvonne approaches Valerie, Anna and Maria.

Valerie: Yvonne, we're going to practice shooting baskets. Want to come?

Yvonne: Sure. I need practice, too. Our class is playing Ms. Stanley's class next week. She's got some pretty big kids.

Anna: Yeh, and some cute ones, too. (*Girls giggle and approach Richard, Zaino, Jose and Alex who are shooting baskets.*)

Maria: Hey, guys. (*no response*) Hey, Zaino!

Zaino: I'm busy. Don't interrupt.

Maria: We want to play, okay? When are you going to be done?

Richard: You must be kidding!

Maria: No, come on. We want the court. You've had it all morning.

Zaino: Get lost. We're serious.

Yvonne: So are we.

Jose: Are you blind? We're using this court, stupid.

Yvonne: I'm not stupid. Your mother is stupid; that's why she had you.

Jose: My mother's not stupid. She had a boy who's got this court and you're not getting it. Say it again and I'll punch your face.
(*Boys and girls start threatening, name-calling, yelling and pushing each other; coach enters.*)

Coach: What's going on here? (separates kids) What's the problem? (*Everyone talks at once.*) Wait a minute, kids! I can't listen when you all talk at once.

Alex: The girls butted into our game.

Anna: We just want to share the court. They had it all morning.

Coach: (*to boys*) Is that so?

Boys: We were here first.

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Fighting Fair

Girls: Selfish pigs.

Coach: Hold it a minute. Do we want to solve this problem or would you all rather stay upset? (*silence*)
That's better. Now . . . Let's sit down and talk it out. (*They move to benches.*) Just like in a game, you have to have rules. When you break a rule, it's called a foul. OK? Now, what's the problem?

Richard: We were playing and the girls butted in and demanded that we let them play.

Alex: We were here first. Besides, everyone knows that girls aren't as good at sports as boys.

Coach: Hold it! "Everyone" knows? Let's see what everyone knows. Does everyone know that before the days of Jackie Robinson, Willie Mays and Reggie Jackson, black men were not allowed to play pro baseball, just because they were black?

Yvonne: That's not fair!

Coach: You're telling me, it wasn't fair. "Everyone" back then said black men were not good enough to play pro ball. They were discriminated against. Hold it, does everyone know what discrimination means?

Valerie: Yeah. It's when you don't get a chance to do what you want to do because someone says you're dumb, or a girl, or black.

Maria: It's when people are prejudiced against you.

Coach: That's right. And how does that make you feel?

Girls: Mad. Hurt. Angry. Like you're nothing.

Coach: And what happens when you feel that way?

Jose: You want to get even with whoever hurt you. (*kids agree*)

Coach: So now, what do you do?

Alex: Fight.

Coach: And then?

Zaino: They fight back.

Coach: And so what has been accomplished? You've got an enemy. Wouldn't you rather have a friend than an enemy? *(kids agree*) I knew a man who hated the prejudice and discrimination against his people.

Yvonne: Are you talking about Dr. Martin Luther King, Jr.?

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Fighting Fair

Richard: Of course he is, stupid! My dad told me that Dr. King won a lot of civil rights for black people in the South.

Coach: Yes, sir. What were some things that Dr. King fought for?

Maria: Many black people had to sit in the back of city buses and had to give up their seats if there weren't enough for whites. What nerve!

Alex: I heard that blacks had to eat in separate restaurants, and drink from separate water fountains. Boy, that would make me mad!

Anna: My teacher said that people were afraid to let black people vote, so they invented a whole bunch of rules just for blacks. I don't think that was fair.

Coach: It sure wasn't fair, and Dr. King knew it. He was angry and wanted to fight, but he realized that he had to fight fair or people wouldn't listen to him.

Zaino: Fight fair? How do you fight fair?

Coach: Dr. King knew that it was important to stick to the problem. For black people the problem was changing the laws that discriminated against them. He told his people that they had to attack the bad laws instead of the people who made and used them.

Yvonne: So fighting fair means sticking to the problem and attacking the problem, not the person.

Coach: You've got it!

Richard: How can you change a bad law if you don't attack the people? I saw on TV that blacks were beaten, thrown in jail, attacked with dogs and water hoses.

Maria: Yeah, you have to be tough to survive. You can't make it in this world unless you're tough. Somebody's always trying to rip you off or push you around. I'd stand up for my rights and fight back.

Coach: Yes, and you would have been kicked, and ridiculed, and called names. Dr. King believed that from violence comes more violence. He realized that only by standing up for his rights nonviolently would he be able to change the unfair laws.

Richard: How did Dr. King stand up for his rights?

Coach: Dr. King attacked the problem, not the people. He treated everyone with respect, black and white, and taught his people to do the same. When whites insulted blacks, he told them to let no man pull them so low as to hate them.

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Fighting Fair

Anna: It's really difficult not to answer back. I know because I have a mean sister and we fight all the time. But, Dr. King is right. It only makes the problem worse.

Coach: Dr. King always listened with an open mind so that he could identifiy the problem, stick to the problem, and work out a strategy for so'ving the problem. And he always took responsibility for his actions, even if it meant going to jail. Even when people used violence against him, he never returned it. He treated everyone's feelings with respect.

Jose: Even his enemies?

Coach: Especially his enemies! Some methods Dr. King used were boycotts, marches, sit-ins, speeches and lawsuits. How about hitting the books when you get to your library and finding out how powerful these methods were?

Zaino: So that's fighting fair! Let's see if we can use Dr. King's **Rules for Fighting Fair** to solve our problem.

Girls: Remember, no fouls.

(*chanting*) No bossing, no threatening, no put-down names!
No making excuses, no passing the blame.

Boys: (*chanting*) Bringing up the past is not very cool.
So whoever does, is really a fool.

Boys and girls: And getting even is really unkind.
Don't use your hands, only your mind!

Coach: All right!

Zaino: Our problem was that we all wanted to use the court at the same time. You girls interrupted our practice.

Valerie: We have a big game soon and we need practice too.

Richard: I have a suggestion. You girls practice for a while and we'll even give you some tips. And then it's our turn again.

Maria: Fair enough. Then we'll challenge **you** to a game. Maybe we can give you a few tips. (*everybody laughs*)

Coach: You all used the **Rules For Fighting Fair** and solved your problem. I think Dr. King would have been as proud of you as I am.
(*All cheer and sing the* ***Conflict Resolution Rap (Student Page 8)***.

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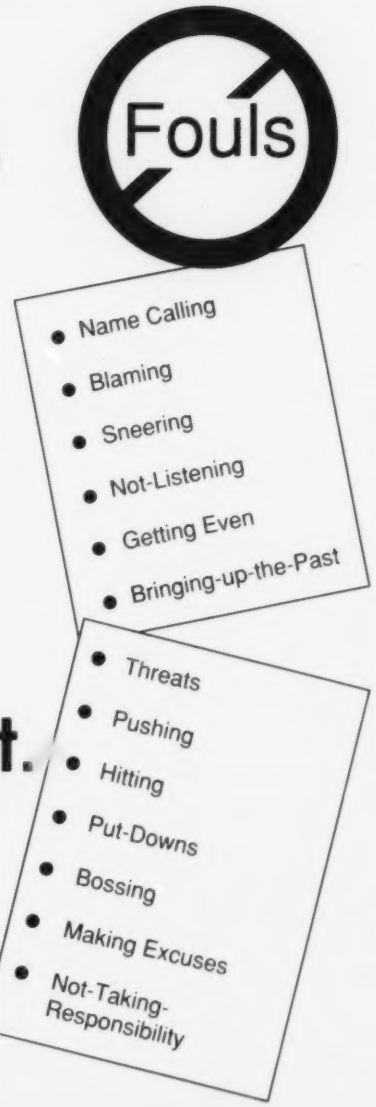
Rules For Fighting Fair

1. Identify the problem.

2. Focus on the problem.

3. Attack the problem, not the person.



4. Listen with an open mind.

5. Treat a person's feelings with respect.

6. Take responsibility for your actions.

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Fighting Fair Works!

"The strong man is the man who can stand up for his rights and not hit back."

Dr. Martin Luther King, Jr.

Dr. King used his creative energy and intelligence to attack problems, not people. Compare the methods of Dr. King with the methods used by the kids on the basketball court.

Goals of Dr. King:

Goals of each group; boys, girls:

Methods used by Dr. King and followers:

Effectiveness of methods:

Methods used by group:

Effectiveness of methods:

What did the kids do differently after learning the Rules for Fighting Fair?

Why is it in your best interest to fight fairly?

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CONFLICT RESOLUTION RAP

Conflict resolution is where it's at.
So listen as we begin to rap.

You are you and I am me,
But we are us, and us are we!

Identify the problem, bring it out.
Don't kick or punch, or even shout.
Attack the problem and not the fear.
Listen with an open mind and ear.

'Cause
You are you and I am me,
But we are us, and us are we!

Focus on the problem, don't leave it behind.
Treat others with respect and feelings kind.
Take responsibility for your action,
And you'll get a feeling of satisfaction.

'Cause
You are you and I am me,
But we are us, and us are we!

Not listening to others is really unhip.
So listen to me, I'll give you a tip.
No bossing, no threatening, no put-down names!
No making excuses, no passing the blame.

'Cause
You are you and I am me,
But we are us, and us are we!

Bringing up the past is not very cool,
So whoever does, is really a fool.
And getting even is really unkind.
Don't use your hands, only your mind!

'Cause
You are you and I am me,
But we are us, and us are we!

If push comes to shove, just fill in with love.
If push comes to shove, just fill in with love.

'Cause
You are you and I am me,
But we are us, and us are we!

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Fighting Fouls

Name Calling Getting Even Put-Downs Threats Not-Listening

Skit 1. The Cafeteria

Scene: school cafeteria line

Robert: (*leaves line to get a drink - returns and steps in front of Daniel and Diana.*)
Daniel: (*sneering*) No butts - Jerk!
Robert: (*defiantly*) I was here first! What are you gonna do about it?
Daniel: (*pushing*) Move or you'll find out!
Diana: (*challenging*) Robert, are you going to let him push you around?
Robert: (*shoves Daniel*) Just try and make me, Bigshot!

Hitting Blaming Bringing-up-the-Past Not-Taking-Responsibility

Skit 2. The Game

Scene: kickball game

Jose: (*kicking his third foul ball*) Larry is a lousy pitcher. I want somebody new.
Larry: (*sarcastically*) Yeah, sure. Just because you can't kick your way out of a paper bag...
Jose: Hey, Man! Don't blame me for your rotten pitching. (moves toward Larry in a threatening way)
Larry: (*grabs Jose's shirt*) Who you callin' a rotten pitcher?
Jose: (*twists free and shoves Larry*) You - Stupid!
Doug: Cool it, guys! Jose, what's the problem?
Jose: (*jabbing his finger at Larry*) This jerk pitches like a wild man. I want a slow ball.
Doug: Hey, Larry. How about pitching Jose a ball he can kick, so we can get on with our game?
Larry: (*shrugging shoulders*) Sure, if he keeps his hands off me! All he had to do was ask.

Pushing Making-Excuses Bossing Sneering

Be A Playwright!

Rewrite 'The Cafeteria' showing how Daniel, Robert or Diana could have used the **"Rules for Fighting Fair"** to help resolve their conflicts.

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The Rosa Parks Story - "You Are There"

Scene I

Narrator: Time: Thursday evening, December 1, 1955.

Place: Montgomery, Alabama. Rosa Parks, a 43-year-old black woman, is preparing to board the city bus to go home. The bus is crowded with holiday shoppers. All things are the same as they were then with one exception: YOU ARE THERE.

Rosa Parks: (*voicing thoughts*) Oh... I'm so tired and my feet hurt. I've worked all day, and I've done some Christmas shopping. I'll be glad to get on this bus. I sure hope there'll be some empty seats... but with so many people shopping, I'll be lucky to get any seat at all.

Narrator: Rosa Parks gets on the bus and pays her money. Then she climbs out of the bus, walks around to the back door - which is marked "Colored Section." She enters the bus and sits down in one of the remaining seats.

Rosa Parks: (*sighs with relief, then voices thoughts*) It feels so good to sit down. (*she looks around*) Oh, my... the "White Section" of the bus is filling up fast. If any more white folks get on, I'll have to give up my seat.

Narrator: At each stop the bus continues to pick up more passengers. (*pause for dramatic effect*) In 1955, black children had to go to separate schools from white children. For textbooks, they were forced to use old books that were thrown out by the white schools. Black kids wanted to know: Why are we treated differently than white kids? Why do we have to drink water from separate water fountains? Why do we have to eat in separate restaurants? Why do we have to swim in separate swimming pools? These rules that separated blacks from whites were called "Jim Crow" Laws.

Rosa Parks: (*voices worried thoughts*) The bus is filling up fast. There are no seats left in the "White Section." That means I'm supposed to give up my seat. (*pauses for a moment then decides*) Uh uh! (*defiantly*) I'm not going to give up my seat.

Narrator: Three black people give up their seats to white passengers who have just boarded. (*pause for dramatic effect*) But, Rosa Parks does not give up her seat.

Bus driver: (*looks in rear-view mirror, sees what's happening, stands up and says loudly*) Hey you! If you don't give up that seat, I'll have you arrested.

Narrator: Rosa Parks stays seated and doesn't answer. The bus driver gets off the bus and calls the police.

Rosa Parks: (*voices thoughts*) I'm tired and I'm not budging out of this seat. I just want to get home so I can fix dinner.

Narrator: A few minutes later, a white policeman arrives on the scene and climbs on the bus. He walks slowly down the aisle and stops in front of Rosa Parks.

Policeman: Didn't the bus driver tell you to give up that seat?

Rosa Parks: (*calmly)* Yes.

Policeman: Why didn't you stand up then?

Rosa Parks: I didn't think I should have to. I was here first! Why do you push us around anyway?

Policeman: (*shrugs*) I don't know. But one thing I do know - the Law is the Law - and you're under arrest!

Narrator: The policeman removes Rosa Parks from the bus and leads her away to jail.

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Scene II
Same day. Same place. One hour later.

Reporter: I am (*put your name here*) from Channel 3 News. I am here to interview some of you who have just witnessed this remarkable act by a black woman who has defied the law of segregation. (*holds microphone to each person interviewed*) How do you feel about what just happened?

Bus driver:
Policeman who arrested Rosa Parks:
White passenger on bus:
Black passenger on bus:
White passenger who took Rosa Parks' seat:
Black passenger who gave up his seat:

Reporter: Thank you for your participation. The world is watching what is happening today in Montgomery, Alabama. All things are the same, except YOU ARE THERE.

What do you think about Rosa Parks' arrest? If the reporter interviewed you, what would you say?

My opinion-

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Stand Up And Speak Out!

"***We must not seek to defeat or humiliate an opponent but to win friendship and understanding... Every word and deed must contribute to an understanding.***"

Dr. Martin Luther King, Jr.

Like Rosa Parks, we sometimes find ourselves in a situation where we want to speak up for our rights, but we don't always know what to say or do. When we are angry or hurt, it is even more difficult to respond in a nonviolent way. We often want to get even and strike back - even though Dr. King reminds us: ***"From violence comes more violence."***

Here is a technique to help you communicate in a nonviolent way.
It is called "**I Care Language.**" It has four parts:

1. Use the other person's name. . . . . John,
2. Tell how you feel. . . . . I feel angry
3. Identify the problem. . . . . when you call me stupid.
4. Tell what you want. . . . . Please stop.

Try your skill using "I Care Language." . . . . . .

Your friend accuses you of talking behind his/her back.

_____ 1 _____ 2 _____ 3 _____ 4

A classmate calls your mother a very bad name.

_____ 1 _____ 2 _____ 3 _____ 4

A friend dares you to steal.

_____ 1 _____ 2 _____ 3 _____ 4

A classmate shouts an ethnic insult at you.

_____ 1 _____ 2 _____ 3 _____ 4

_____ 1 _____ 2 _____ 3 _____ 4

Remember, it takes courage to use "I Care Language."

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Conflict Resolution Clinic

The Case of the Broken Bridge

Place: Classroom
Characters: Terry, Gracie
Situation: Terry built a model bridge for the school's science fair. She just made the deadline. Her teacher said she would not accept any more projects after today. Terry puts the bridge on her desk and tells everyone not to touch it. Then she walks to the back of the room. Gracie, her friend, picks up the bridge to look at it. Terry sees her, yells, and runs back to her desk. As Terry grabs the bridge from Gracie's hands, it falls and breaks.
Terry screams, "Now see what you've done, Stupid! You better fix it or else!"
Gracie screams back, "You're the one that's stupid. You broke your own bridge. See if I help you!"

Gracie's story: Terry is my friend. I was happy that Terry finished her bridge on time. I saw the bridge on her desk and I picked it up to admire it. If Terry didn't scream and grab the bridge, it wouldn't have broken. It's her fault. Besides, how dare she call me "stupid" in front of everyone.

Terry's story: I was proud of my bridge. This was the first time I ever built something all by myself. I was sure that I would get an A on the project. I spent many hours gluing those Popsicle sticks together. Even though Gracie is my friend, she had no right touching my bridge. It's her fault that my bridge is broken.

CRx

Names of people involved:

Diagnosis: (identify the problem)

Identify the feelings of each person:

Possible prescriptions for the problem:

Prescription: (win/win solution)

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Taking Action

Scene I Getting Organized

Narrator: Time: Saturday night, December 4, 1955. Place: The Dexter Avenue Baptist Church in Montgomery, where Dr. King is the new minister. All things are the same, except YOU ARE THERE.
Dr. King: We're here tonight because our brave sister Rosa Parks was arrested because she followed her conscience. She stood up against an immoral and unjust law. It has been suggested that we boycott the buses.
1st Person: What is a boycott?
2nd Person: A boycott means that we will not ride the buses until black people can sit in any empty seat on the city bus.
Dr. King: A lot of black people pay bus fare and ride the buses. Only when the bus company starts losing money will our demand for justice be heard.
1st Person: How do we know that a boycott will work?
3rd Person: And how will I get to work?
4th Person: How long will this boycott last?
2nd Person: It'll last as long as it takes. As long as we are united, we will be strong. We've got to do some creative thinking about how we can help each other get around without the buses.
Dr. King: It's very important that we confront this injustice without resorting to violence. We need to get it across to the white community that we can no longer cooperate with an evil system. We will use noncooperation to give birth to justice.

Scene II The Boycott

Narrator: It's early Monday morning, the first day of the boycott. Let's listen as our on-the-scene reporter from Channel 3 interviews some of the 17,000 black bus riders who are filling the streets of Montgomery.
Reporter: This is *(put your name here)* reporting for Channel 3 News. There's a lot of action here in the streets of Montgomery. Let's find out what the people are thinking. (*interviews crowd*) Excuse me. How are you getting to work today? How do you feel about the boycott?
1st Person: I thumbed a ride to get to work. I feel great!
2nd Person: I walked five miles to work today. I don't like it, but I'd rather have blisters on my feet than blisters on my pride. I'll keep walking forever, if I have to.
3rd Person: No problem - I rode my bicycle. I'll ride all year, if necessary. I feel proud.
4th Person: I've started a car pool. I'm backing this boycott until we get justice.
5th Person: I am walking for my children and grandchildren, so they will grow up in a world of justice and dignity.
Reporter: Excitement is in the air as this boycott begins. Will the boycott be successful? How many will use the buses? We will keep you informed on this important event on the Channel 3 News tonight.

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Scene III The Seven O'Clock News

Narrator: It is the first evening of the boycott. Many people are eagerly listening for news of the boycott. Let's tune in to Channel 3 News.

Reporter: This is (*put your name here)* reporting for Channel 3 News. I have here in the studio the president of the bus company, the mayor of Montgomery, a member of the White Citizen's Council, and the editor of the Montgomery Times. I want to thank my distinguished guests for agreeing to be interviewed. How do you feel about the boycott?

President: I give the blacks one week before they start using the buses again. They'll realize the foolishness of their ways.

Mayor: I put extra policemen on duty, just in case. I don't know what they hope to accomplish. There had better not be any violence, because we know how to take care of trouble makers.

Editor: Our newspaper wrote an editorial this morning urging the black community to come to its senses and stop listening to outside troublemakers. We're asking our black citizens to obey the laws and stop looking for trouble.

Member: Black people should know their place. If they don't, we'll be glad to teach them what their place is.

Reporter: Thank you for sharing your opinions with us. (*turns to audience*) We will keep you informed of events as they happen. One of our reporters is covering the meeting which is now taking place at the Dexter Avenue Baptist Church.

Scene IV In Unity There Is Strength

Narrator: It is Monday evening, the end of the first day of the boycott. Our on-the-scene reporter is at the Dexter Avenue Baptist Church. Let's tune in.

Reporter: This is (*put your name here*) at the Dexter Avenue Baptist Church. An organization called "The Montgomery Improvement Association" has just been formed. Dr. King, the newly-elected president, is talking to the people. Let's listen.

Dr. King: We are tired - tired of being segregated and humiliated. We are impatient for justice. But we will protest with love. There will be no violence on our part. There will be no cross burnings. No white person will be taken from his home by a hooded Negro mob and murdered. If we protest with love, future historians will have to say, "There lived a great people, a black people, who injected new meaning and dignity into the veins of civilization."

1st Person: Nonviolence is for cowards. They use violence. If we don't fight back with violence, how can we stop them?

2nd Person: If it comes to violence, just think of the bloodshed. There will be endless pain and there will be no gain.

Dr. King: If we meet hate with hate there will be more hate. From violence comes more violence.

3rd Person: If nobody hits me, I hit nobody. But if I am hit, I hit back. You have to defeat the enemy.

Dr. King: Our enemy is the unjust system. This is what must be defeated. Our aim must never be to defeat or humiliate the white man, but to win his friendship and understanding. Together, black and white, we can overcome the real enemy, the unjust system.

3rd Person: Well, I'll try it your way - but, I still need convincing.

Dr. King: There is only one way - the way of nonviolence.

Reporter: Dr. King is determined that the black community use nonviolent techniques to accomplish their goals. Will they have the courage to continue? Will they be able to remain nonviolent? Channel 3 News will keep you informed.

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Scene V The Test

(Dr. King alone on stage)

Narrator: Dr. King's belief in nonviolence was tested over and over again. He received many telephone threats against his life and the lives of his family.
Dr. King: (*head bowed in prayer)* I am taking a stand for what I believe is right. I am afraid. The people are looking to me for leadership - but I am afraid. Oh God! Give me strength!
Narrator: During the days of the boycott, Dr. King's house was bombed. He was not home, but his wife and baby were. Fortunately, they were not hurt. By the time Dr. King got home, members of the black community had gathered outside his home with guns, rocks, sticks and bottles. Would Dr. King still believe in nonviolence?
Dr. King: Get rid of your weapons, my friends. We will meet violence with nonviolence. The enemy is the system. The enemy is not our white brothers and sisters. We will meet hate with love and set an example for the white community.
Narrator: The crowd peacefully broke up. Hushed, they went home.

Scene VI Victory

Narrator: History was made today, November 13, 1956. After many long months of walking, car pooling, praying, making speeches, negotiating, and court actions, the black citizens of Montgomery won an important victory against segregation. The United States Supreme Court ruled that segregation on public buses is unconstitutional. The boycott started with an individual act of courage by Ms. Rosa Parks. The black community, under the leadership of Dr. Martin Luther King, Jr. has shown the world the strength of nonviolent action. Our on-the-scene reporter is at the Dexter Avenue Baptist Church. Let's go there.
Reporter: Good evening. This is (*put your name here*) for Channel 3 News. The black community is jubilant tonight. I'm trying to get through the crowd to interview Dr. King. *(reaching Dr. King*) Excuse me, Dr. King. Please say a few words for our viewers.
Dr. King: This is a victory. This is not a victory for the Negroes alone, but for all Montgomery and for the South. As we go back to the buses, let us be loving enough to turn an enemy into a friend. We will be able to emerge from the bleak, desolate midnight of man's inhumanity to man into the bright and glittering daybreak of freedom and justice.
Narrator: We have just seen the power of nonviolence at work in Montgomery, Alabama. All things are the same, except YOU ARE THERE.

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The Living Words

Words are powerful motivators for human actions. Throughout history leaders and ordinary people have used words to inspire others to make changes. **Dr. King's words are just as important today as they were then:**

- ***"Our aim must never be to defeat or humiliate the opponent, but to win his friendship and understanding."***
- ***"Let no man pull you so low as to hate him."***
- ***"Nothing pains some people more than having to think."***
- ***"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."***
- ***"Sooner or later, all the people of the world will have to discover a way to live together in peace... a method which rejects revenge, aggression and retaliation... the foundation of such a method is LOVE."***
- ***"Love is the only force capable of transforming an enemy into a friend."***
- ***"Violence is immoral because it thrives on hatred rather than love."***
- ***"Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers."***

Some ways that I can apply these living words of Dr. King in my daily life:

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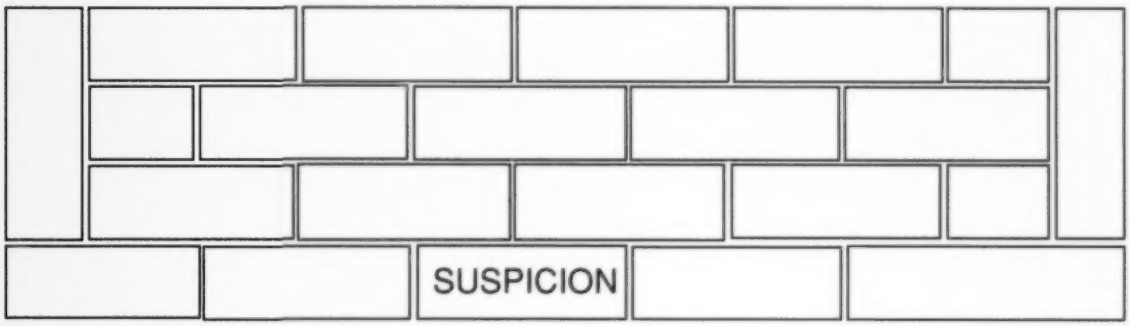
WALLS or Bridges?

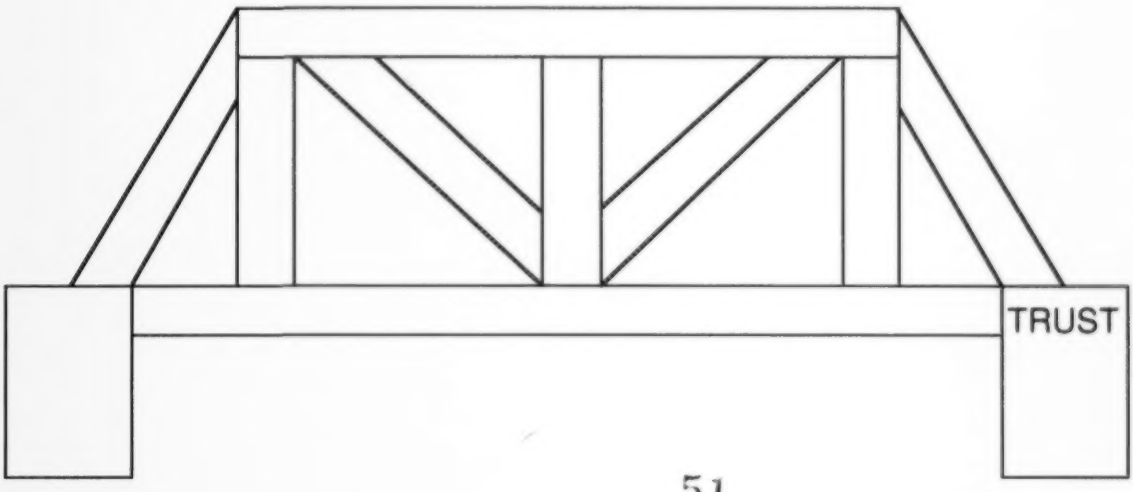
"Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible." Dr. Martin Luther King, Jr.

A feeling of community exists when all members of the community feel safe, and are accepted, respected and treated with dignity.

What behaviors and feelings build walls and keep other people out of our lives? Fill each of the bricks in the wall with words that block communication and isolate us from others.



Build a bridge of understanding and communication using living words and actions. Write those words on each piece of the bridge.



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Building Bridges

Write about a time when you built a bridge, when you might have built a wall.

I Remember When

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"In Their Shoes"

Role Cards

Freedom Bus Rider

I was in college when I decided to become a freedom rider. We were determined to integrate the interstate Greyhound buses, the rest rooms, and the restaurants in the bus stations. It was May 20, 1961, and we were on our way to Montgomery, Alabama, from Washington, DC. We talked about the violence that the other freedom bus riders had encountered in Alabama and Georgia. We heard that they were attacked and beaten by mobs. Would we also meet the same fate?

When we arrived, a group of whites were waiting for us with sticks and chains. I was so afraid that my knees shook like jelly, but I found the courage to face up to them. I felt the pain from their weapons, but I did not hit back. I had to get many stitches to fix me up.

Sit-in Demonstrator

I was part of a sit-in demonstration at Woolworth's lunch counter on October 19, 1959. I remember sitting there and trying to get served. Several white people came over to me and poured ketchup on my head. Then one of them spit at me. I shook with anger, but Dr. King's voice kept echoing in my mind: "We must not meet violence with violence." I remained in my seat determined not to use violence back. The last insult was when the police came and had me arrested.

Children's Crusader

I was a high school student in Birmingham, Alabama, when I heard that Dr. King wanted young people to march for our future in a free America. I attended several training sessions. Many of my friends were excited about participating in the demonstration. We wanted to be part of this important event. Learning to be nonviolent wasn't easy. We talked about our fears. Would we have the courage to get beaten up and not hit back?

On May 2, 1963, I joined over 1,000 other teen-agers. We marched and chanted, "We want freedom." Suddenly, the safety commissioner, Bull Conner, ordered the firemen to turn their high-powered hoses on us. I felt frozen with fear. We sat down and put our heads in our hands. My head hit the pavement, and I felt blood. Then, five police dogs started to attack the crowd. I heard my people scream and cry. The marchers were pushed back. I was so afraid. But that day, I proved to myself that I had courage.

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Selma Marcher

I lived in Selma, Alabama all my life, and I was not allowed to register to vote because I am black. Dr. King asked us to march 54 miles from Selma to Montgomery. Governor Wallace issued an order prohibiting the march. Dr. King told us, "I can't promise that you won't get beaten; I can't promise you won't get your house bombed; I can't promise that you won't get scarred up a bit; but we must stand up for what is right." I was afraid, but I knew that I had to join the march.

It was a cold Sunday morning, March 7, 1965. As we came to the Edmund Pettus Bridge we were met by 60 state troopers. We were told to stop, and in less than one minute, we were attacked. The troopers put on gas masks and then charged forward. They threw tear-gas grenades and used clubs. Policemen on horses slashed at us with bullwhips. Others used electric prods on us. We heard shouts of "Kill them niggers!" I ended up in the hospital.

Conscientious Objector

During the Vietnam War, I knew I could no longer stand silently by. I remembered Dr. King's words: "This is the most evil and unjust war in the history of our country. The choice today is between non-violent coexistence or violent co-annihilation." I made my decision to oppose the war, and no matter what people say, I am going to stick to my convictions.

When I spoke out against the war, I was ridiculed and criticized, even by my friends in the civil rights movement. I was afraid, but I had to live with my commitment to nonviolence.

Victim of a Bully

My name is John. When I was in sixth grade, I was fortunate to have a teacher who taught the class about Dr. King and nonviolence. I didn't really believe that I would ever need this, but I was wrong.

When I got to junior high school, I was confronted by a tough kid who threatened to beat me up if I didn't hand him fifty cents every day. In fact, to show that he really meant it, he knocked me down.

I was really afraid. I knew I couldn't beat him. What could I do - keep out of his way, tell the principal, stay out of the halls, not go to the bathroom, take karate lessons? I felt desperate. Then I remembered Dr. King's teachings. I had to confront my fears and stand up to the bully.

The next day he found me. I tried to avoid him, but it was no use. I was really terrified. I knew he meant business. Here was my chance to practice what I learned. When he asked me for the fifty cents, I pulled my empty pockets inside out and said, "You can beat me all you want, but I don't have fifty cents to give you. I have no father, and we are on welfare. Beating me won't get you fifty cents."

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Facing The Monster

"We must face our fears and honestly ask why we are afraid." Dr. Martin Luther King, Jr.

Fear is like a monster that lives inside of us. The monster seems to swallow up our courage and keeps us from doing the many things that we want to do.

Draw a picture showing what your monster looks like. Then, write some of your fears on your monster.

How does your monster affect your behavior?

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Overcoming The Monster

"Normal fear protects us; abnormal fear paralyzes us. Our problem is not to be rid of fear but rather to harness and master it. Courage is the power of the mind to overcome fear. Courage is an inner resolution to go forward in spite of obstacles and frightening situations."

Dr. Martin Luther King, Jr.

What steps can you take to confront your fears?

Think about a time in your life when you showed courage. Write a story about it. What made the situation frightening? How were you able to overcome your fear? How did you feel when it was all over?

A Time for Courage

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Justice or Injustice?

"Injustice anywhere is a threat to justice everywhere." Dr. Martin Luther King, Jr.

It takes courage to speak out and take action to change an injustice. Fortunately, throughout history there have been many individuals and groups who have changed unjust situations to just ones.

You be the judge! Tell whether you think the following situations are just or unjust and why.

Your friend borrows your video game and returns it broken and doesn't tell you.

Your grandfather just turned age 65 and was told by his employer that he must retire.

Some children don't have enough food to stay alive, while other children won't eat all the food on their plates.

Your neighbors don't have any children, yet they have to pay school taxes.

What are some situations that you think are unfair or unjust?

What people or groups are working to change those situations?

What methods are they using to make changes?

What is justice?

What is injustice?

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The Witness

Situation One

You are eating lunch with several friends in the school cafeteria. George strolls up to your table and grabs the cake from Bill's tray.

What could you say or do?
What effect would your words and actions have on Bill? George? Your friends? You?

Situation Two

Claudia, who is a new student from another country, joins your group to work on a project. Angela says, "This is 'Invitation only.' No foreigners allowed."

What could you say or do?
What effect would your words and actions have on Claudia? Angela? Your friends? You?

Situation Three

You and some neighborhood kids are playing on a roof. Brian dares John to make a dangerous jump from one ledge to another.

What could you say or do?
What effect would your words and actions have on Brian? John? The other kids? You?

Situation Four

Your teacher blames Maria for throwing an eraser at Joseph. You saw Ann, a good friend, do it.

What could you say or do?
What effect would your words and actions have on Maria? The teacher? Joseph? Ann? Your classmates? You?

Remember!

Nonviolent action is a powerful tool that enables you to stand up for your rights.
Nonviolent action takes courage and lots of practice.
The cooperation of a group - or even just one person who has the courage to speak out - can effectively change the course of an injustice.

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Design a book cover that shows your unique self.

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Pages of My Life

My ethnic heritage
My talents, skills, hobbies
What I respect most about me
Things I want people to know about me
My goals
Ways I am a peacemaker

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I Have A Dream

"I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of the creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

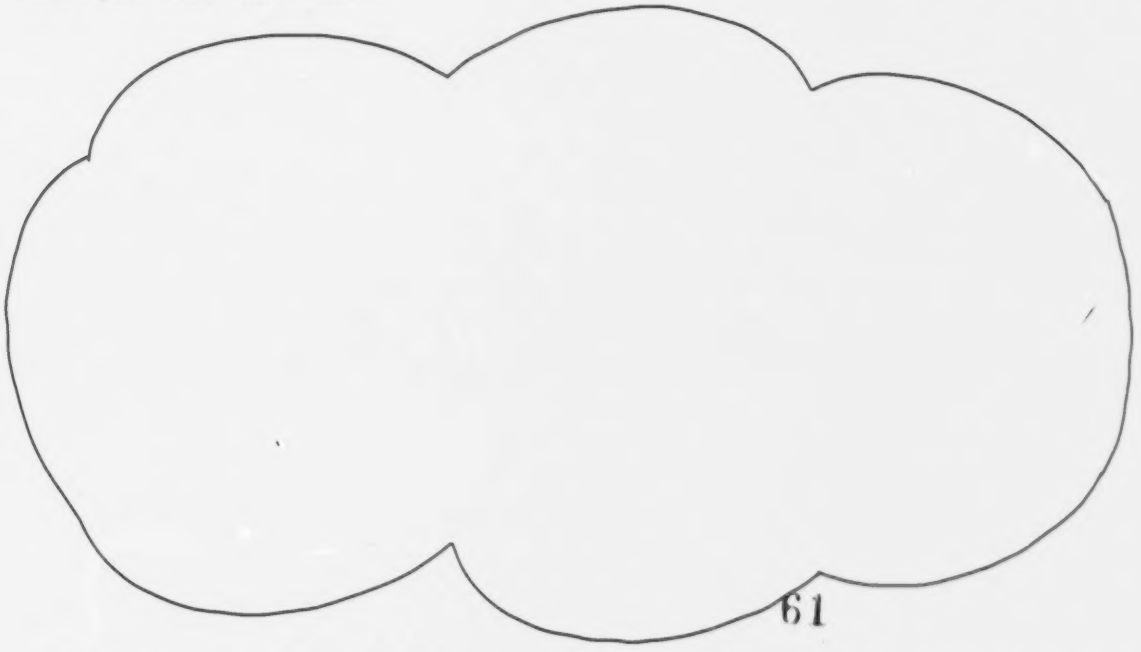
I have a dream that... little black boys and black girls will be able to join hands with little white boys and white girls and walk together as brothers and sisters.

I have a dream today! This is our hope... with this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

When we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last!'"

An excerpt from Dr. Martin Luther King, Jr.'s famous speech delivered at the Lincoln Memorial, Washington, D.C., August 28, 1963. The occasion was the People's March on Washington for Jobs and Freedom, attended by 250,000 people from throughout the country, of all races and beliefs.

What is your dream? Write about it.



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My World

"Our world is a neighborhood. We must all learn to live together as brothers and sisters or we will perish together as fools." Dr. Martin Luther King, Jr.

Dr. King had a dream, a vision that all people regardless of color, ethnic heritage, religion, or beliefs, could live together in a just and peaceful world.

What is your vision? What kind of world do you want to live in and what are you willing to do to make your vision a reality?

The World I Want To Live In

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The Power of Love ♥

"Love is the only force capable of transforming an enemy into a friend."
Dr. Martin Luther King, Jr.

Think of a time when you were very upset with someone and angry words were spoken. Write a letter to this person attempting to resolve the situation and offering a gesture of friendship.

✍ What are some ways that you can change an "enemy" into a friend?

✍ What are some ways that governments are changing "enemies" into friends?

♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥

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"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Dr. Martin Luther King, Jr.

		YES	NO
1.	Do I have friends of different racial and ethnic backgrounds?	❑	❑
2.	Do I treat everyone with respect and dignity?	❑	❑
3.	Do I react to potentially explosive situations in a nonviolent manner?	❑	❑
4.	Do I speak up when I see an injustice?	❑	❑
5.	Do I treat people as individuals rather than as group members?	❑	❑
6.	Do I use the Rules for Fighting Fair to help me deal with conflict?	❑	❑
7.	Do I use "I Care Language" to communicate my needs and feelings?	❑	❑

Choose one of the above situations in which you would like to change your behavior and write about it.

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Is There Violence In Your Life?

"From violence comes more violence..." Dr. Martin Luther King, Jr.

What do you think? Do TV programs, video games, movies and comics glorify violence and war and cause children to become more aggressive and violent? Who are the heroes that children admire? Is there a relationship between media violence and children's behavior? Let's find out.

List your three favorite:

Games/video games	Comics	Movies	TV programs	Heroes

a. Place an asterisk (*) next to each game, comic, etc. that is violent or destructive.
b. Place a plus (+) next to each game, comic, etc. that challenges nonviolent solutions.
c. Count: *____ and +____ How do they compare? _____

On a separate sheet of paper keep a record of all the TV programs which you usually watch for one week. Count the number of violent acts in each program. What programs have no violence? How were the conflicts handled? Were the characters effective in resolving these problems? How many hours did you watch TV?

Make a survey of toys which are sold in toy stores. Make a list of toys which are destructive/war-like and a list of toys which are challenging, creative and nonviolent. How do the lists compare?

What are some other sources of violence that people are exposed to in our society?

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Now What?

From the information you have gathered regarding the effects of destructive games, toys and media violence on the behavior of young children, what are your conclusions? Write your ideas in the form of a letter to the editor of your local newspaper.

Dear Editor:

Sincerely,

What conclusions can you draw about violence and its effect on your behavior?

What are some things that you and your class can do to reduce violence in the lives of children?

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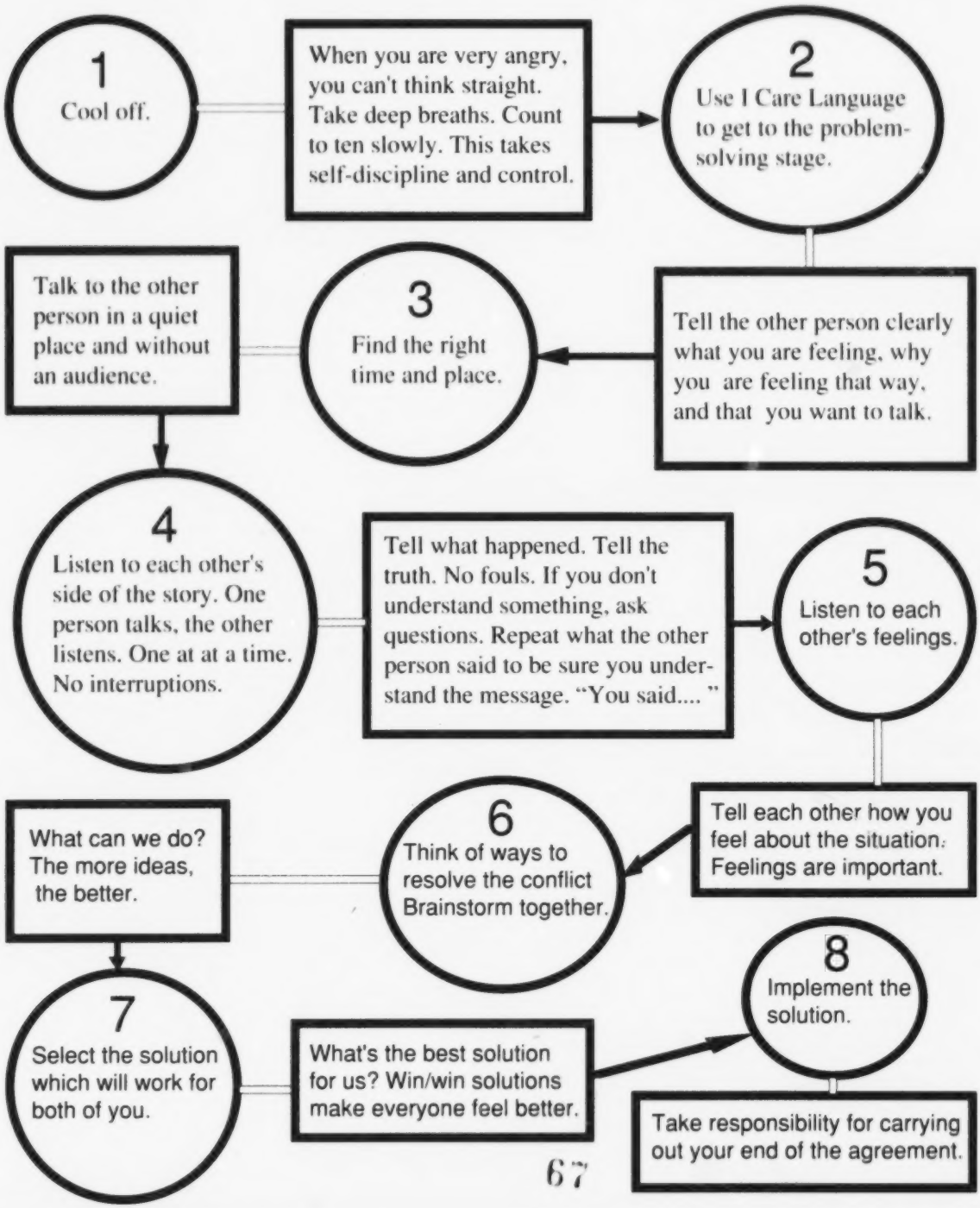
Fight Fair! Attack the Problem, Not the Person!

You are angry. You feel like kicking and screaming. It's okay to feel that way, but it's not okay to take out your anger by hurting someone. So, what can you do? Dr. King showed us how to attack problems, not people. Here's how!


1
Cool off.
When you are very angry, you can't think straight. Take deep breaths. Count to ten slowly. This takes self-discipline and control.
2
Use I Care Language to get to the problem-solving stage.
Tell the other person clearly what you are feeling, why you are feeling that way, and that you want to talk.
3
Find the right time and place.
Talk to the other person in a quiet place and without an audience.
4
Listen to each other's side of the story. One person talks, the other listens. One at at a time. No interruptions.
Tell what happened. Tell the truth. No fouls. If you don't understand something, ask questions. Repeat what the other person said to be sure you understand the message. "You said.... "
5
Listen to each other's feelings.
Tell each other how you feel about the situation. Feelings are important.
6
Think of ways to resolve the conflict Brainstorm together.
What can we do? The more ideas, the better.
7
Select the solution which will work for both of you.
What's the best solution for us? Win/win solutions make everyone feel better.
8
Implement the solution.
Take responsibility for carrying out your end of the agreement.

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Mediation In Action:

Helping Others Fight Fair

Most of the time, kids and adults can solve their own conflicts by using the Rules for Fighting Fair as their guide. Sometimes outside help, a mediator, is needed. Young people around the world are learning to be mediators. You too, can learn. Here's how!

Mediation Procedure

Step 1. Introductions and Ground Rules

Mediators and kids in conflict introduce themselves.
Explain that everything that is said during the session will be kept confidential, except if it has to do with drugs, weapons, or abuse, which must be reported to the advisor.
Get agreement on the **Five Ground Rules:**

★ Be willing to solve the problem.
★ Listen without interrupting.
★ Tell the truth.
★ Be respectful: no name calling or fighting.
★ Take responsibility for carrying out your agreement.

Step 2. Telling The Story

Mediator decides who talks first.
Have each person, in turn, tell his/her side of the story.
Repeat in your own words what was said by both people. (You said, "_____.")
Each person tells how he/she feels and why.
Repeat the feelings of both sides. (You feel _____because_____.)

Step 3. Searching for solutions

Ask both people to think of solutions to the problem.
(How do you think this conflict can be solved?)
Write each idea down as it is given.

Step 4. Choosing the best solution

Ask both people to select the ideas that they think will solve their problem.
(Which ideas do you think will best solve the conflict?)
A good solution: is specific and includes when, where, how, who; is realistic and do-able; is satisfying to both sides.
Be sure that each person agrees to do something.
If problem is solved, have them fill out their part of the agreement on the Mediator Report Form.

Step 5. In the Future

Ask each person what he/she could do differently to prevent this from happening again.

Step 6. Closing

Remind students to tell their friends that the conflict has been solved to prevent rumors from spreading. Thank each person for coming to mediation and solving their conflict nonviolently.

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Trouble on the Playground

Situation: There are many students on the playground. Kids are running, yelling, and playing ball. There is a lot of noise. Joe and several of his friends are trying to get to the opposite side of the yard. As they make their way, a ball hits Joe's back.

Joe: You blankety, blank, blank! What do you think you're doing?

Ernie: Why don't you watch where you're going, Stupid?

Joe: Who are you calling Stupid? (They both start pushing.)

The students are brought to the student mediators.

Step 1 Introductions and Ground Rules

Mediator 1:

Our names are _____and _____ and we are student mediators. We are not here to punish you or tell you what to do. We are here to help you solve your conflict. What are your names? (Write them on the form.) Thank you for coming. Everything you say here is CONFIDENTIAL, except if it involves drugs, weapons, or abuse. Then, we'll have to report it to our advisor or stop the mediation.

Mediator 2:

There are five rules you must agree to before we begin. They are:

1. Be willing to solve the problem. **2. Tell the truth.**

3. Listen without interrupting. **4. Be respectful: no name calling or fighting.**

5. Take responsibility for carrying out your agreement.

Do you agree to the rules? (Be sure the students agree.)

Step 2 Telling the Story

(Each person tells his/her side of the story. Mediator chooses the person who begins.)

Mediator 1: Joe, tell us what happened.

Joe: I was running across the field when Ernie's ball hit my back. He called me Stupid and started pushing me.

Mediator: You said, "You were running across the field when Ernie's ball hit you on your back. He called you Stupid and started pushing you. How do you feel and why?

Joe: I feel like killing him.

Mediator: How do you feel, NOT what do you feel like doing?

Joe: I feel angry because the ball hurt my back, and he didn't even ask if I got hurt.

Mediator: You feel angry because the ball hurt your back and he didn't ask you if you got hurt.

Mediator 2: Ernie, tell us what happened.

Ernie: I was playing ball with my friends. We kept yelling at everyone to watch where they were going. Joe ran right into the path of the ball. It was an accident.

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Mediator: You said, "You were playing ball with your friends. You told everyone to watch where they were going. Joe ran right into the path of the ball. Hitting him was an accident. How do you feel and why?

Ernie: I feel upset because I didn't mean to hit him.

Mediator: You feel upset because you didn't mean to hit him. Is there any other information that we need to know? (If yes, ask each one to speak following the same rules. If no, continue to Step 3.)

Step 3 Searching For Solutions

One mediator asks questions, the other writes the suggested solutions on paper. This is not the time for choosing - only thinking.

Mediator: You both listened to each other's side of the story. How do you think this conflict can be solved? We're going to write down all your ideas. Later, you'll pick the idea or ideas you like best.

Joe: I want Ernie to apologize. He hurt me and then called me Stupid.

Ernie: Why should I apologize? You cursed at me. You should apologize to me.

Joe: Ernie should be suspended. He should not play ball on the crowded playground.

Ernie: Are you crazy? If I get suspended, my parents will ground me.

Mediator: Remember, no name calling. Any more ideas? (If none, go to Step 4.)

Step 4 Choosing the Solution

Mediator: Let's go over the suggestions you both made. Joe, you want Ernie to apologize for hurting you with the ball and then calling you stupid. You also want Ernie suspended.

Ernie, you want Joe to apologize for cursing at you. Which idea or ideas do you think will best solve this conflict?

Ernie: I'll apologize. I'm sorry Joe. I didn't mean to hurt you. It was an accident.

Joe: I'm sorry that I cursed at you. I should have looked where I was going. I don't really want you suspended.

Mediator: Is this conflict solved? (If they both say "yes" have them fill out their section of the Mediation Report Form.)

Step 5 In The Future

Mediator: What do you think you could do differently to prevent this from happening again?

Joe: I could watch where I'm running.

Ernie: I shouldn't play ball on a crowded playground. It's too dangerous.

Step 6 Closing

Mediator: Joe and Ernie, congratulations for solving your conflict. To prevent rumors from spreading, please tell your friends that the conflict has been solved. Thank you for coming to mediation.

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Mediation Role Plays

The Case of the Flying Ketchup

Place: School cafeteria

Characters: Jose, Kevin

Situation: Jose, Kevin and other classmates are eating in the cafeteria. Jose is talking and laughing. As he opens up the ketchup packet, it squirts onto Kevin's shirt. Kevin screams at Jose, "You clumsy, stupid idiot. Look what you've done!"

Kevin then opens up a ketchup packet and deliberately squirts it at Jose. A pushing match begins.

The students go to mediation.

Jose's Story

I didn't mean to squirt Kevin with the ketchup. It was an accident. I was busy talking with my friends and I wasn't paying attention to the ketchup packet. I would have offered to help clean his shirt, but he started calling me names in front of my friends. Then he pushed me, like he was looking for a fight. When he deliberately squirted ketchup on my new shirt, I really got mad. My mom gave me that shirt for my birthday, and it was expensive.

Kevin's Story

That Jose! Who does he think he is? He acts like a big shot. He thinks he can squirt people and get away with it. He didn't even say he was sorry. And then he pushed me, like he was looking for a fight. He made me so mad that I squirted him back. Now we're even!

The Case of the Blabber Mouth

Place: Classroom

Characters: Tomeka, Samantha

Situation: Tomeka and Samantha are very close friends. They like to share their secrets. Tomeka tells Samantha that she likes Joe and wishes that he would like her.

Samantha sees Tim who is Joe's best friend. She tells Tim that Tomeka likes Joe. The next day in class some of the girls are chanting, "We know that you love Joe." On the chalkboard someone wrote, "Tomeka loves Joe."

Tomeka is furious. She confronts Samantha. "You're nothing but a blabber mouth. To think I trusted you. You're not my friend any more."

Samantha replies, "I'm not a blabber mouth. Let me explain."

Tomeka walks away and says, "I'm not interested."

The students go to mediation.

Tomeka's Story

I trusted my friend Samantha. How could she do this to me? The whole class is making fun of me. I'm so embarrassed. I don't think I could be friends with Samantha again. Friends are supposed to keep secrets. I feel very hurt. I still like Samantha but I don't think I could be friends with her.

Samantha's Story

I wanted to help my friend Tomeka. I told Joe's best friend Tim that Tomeka liked Joe. I trusted him to keep the secret. I thought that if Tim would tell Joe, then Joe would pay attention to Tomeka. I'm very upset that Tomeka doesn't want to be my friend and doesn't trust me.

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Mediator Report Form

MEDIATORS : _____ **Date:** _____

_____

STUDENTS INVOLVED IN CONFLICT:

Student A _____ Student B _____

Grade ____ Age ____ Male ☐ Female ☐ Grade ____ Age ____ Male ☐ Female ☐

TYPE OF CONFLICT:

☐ fighting ☐ teasing ☐ threatening ☐ name-calling

☐ rumor ☐ pushing ☐ friendship ☐ property

☐ other _____

PLACE OF CONFLICT:

☐ classroom ☐ hall ☐ cafeteria

☐ bathroom ☐ playground ☐ other _____

CONFLICT RESOLVED? YES ☐ NO ☐

RESOLUTION AGREED TO:

Student A agrees to _____ Student B agrees to _____

_____ _____

_____ _____

_____ _____

_____ _____

Signature Signature

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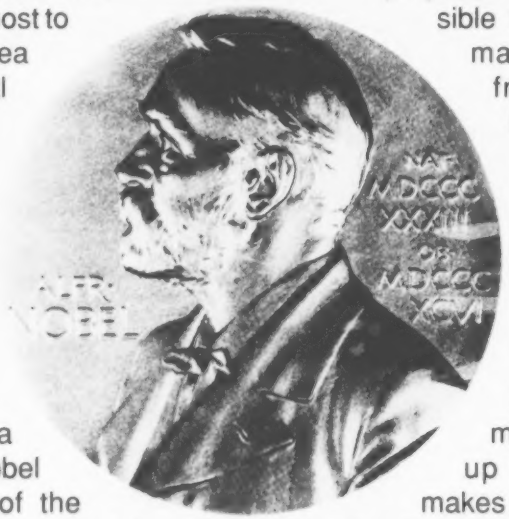
The Nobel Peace Prize

"This award which I received is profound recognition that nonviolence is the answer to the critical political and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression. I accept this award today with an abiding faith in America and in the future of mankind."

An excerpt from Dr. King's acceptance speech of the Nobel Peace Prize at Oslo University in Norway, December 10, 1964.

The Nobel Peace Prize is awarded to the man or woman who has done the most to advance the idea of international peace, regardless of nationality. Alfred Bernhard Nobel was a Swedish chemist who invented dynamite. Within a few years, Nobel became one of the world's richest men. In later years, Nobel became distressed that his invention was used for war purposes and was responsible for the death of many people. His friend, Bertha Kinsky, who was very active in the Austrian Peace Society, urged him to use some of his money for peace purposes. Nobel liked the idea so much that he set up a fund which makes it possible to give the Peace Prize every year to an outstanding individual.



Find out more about other Nobel Peace Prize winners. What were some of their accomplishments? How did they show courage? What methods did they use to accomplish their goals? What countries do they represent?

Jane Addams
Oscar Arias
Ralph Bunche
Mairead Corrigan

Anwar Sadat
Eisaku Satu
Mother Teresa
Le Duc Thos

Desmond Tutu
Lech Walesa
Elie Wiesel
Betty Williams

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I Nominate...

What current world leader do you believe is worthy of the Nobel Peace Prize? Tell why.

I nominate *for the Nobel Peace Prize because*

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Nonviolence Works!

"We must forever conduct our struggle on the highest plane of dignity and discipline. We must not allow our creative protest to degenerate into physical force."

Dr. Martin Luther King, Jr.

Anger! When we see or experience an injustice, we often feel great anger. We can use this anger constructively or destructively to make change. Let's meet some courageous individuals who used anger nonviolently to make change.

Mahatma Gandhi was a leader in India who led a famous salt march to the sea. India was a colony of England, and the government made it a crime for Indians to possess salt that was not purchased from the British. Salt was an important product because it was needed to preserve food. Gandhi thought this law was unfair. He led hundreds of marchers 200 miles to the ocean to get their own salt. The police were waiting for them. They beat the marchers with clubs, injuring many, but not one of the protestors hit back! Eventually, the law was changed, and India gained its independence.

Cesar Chavez experienced the cruelty of the inhuman working conditions for farm workers: long hours under the hot sun picking fruits and vegetables, inadequate housing, low wages, poor medical care, exposure to harmful fertilizers and pesticides, and lack of educational opportunities. Chavez organized the first effective farm workers' union. He brought the facts to the public and started a successful lettuce and grape boycott which led to better working conditions and pay. Because of his leadership the life of the farm workers is slowly improving.

Rachel Carson, biologist, didn't hear the birds sing in the spring. She investigated and found that the chemicals that were used in farming were affecting the life cycle of birds. In protest, she wrote a powerful book "Silent Spring" which alerted millions of people around the world to the dangers of chemicals.She defended her theories at Senate hearings which led to stricter regulation of the use of toxic chemicals such as DDT. She said, "The central problem of our age has become the contamination of man's total environment with substances of incredible potential for harm."

Find out more about other Peacemakers who successfully used nonviolence to deal with an injustice. What did they accomplish? What methods did they use? What qualities do they share?

Susan B. Anthony	William Penn	Eleanor Roosevelt	Benjamin Spock
Mother Mary Jones	Helen Caldicott	Henry Thoreau	Harriet Tubman
Harriet Beecher Stowe	Medgar Evers	Jaques Cousteau	Jeanette Rankin
Raoul Wallenberg	Pablo Picasso	Joan Baez	

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STEPPING INTO

ACTION

What can you do when you see something that is causing a problem? You can take responsible action to help solve the problem. Here's how.

1 **Define the problem.**
Why is it causing a problem? To whom? Be specific. Write it down.

❍

2 **Find people who share your concerns.**
(friends, family, clergy, community groups)

❍

3 **Get the facts.**
Study all sides of the issue. Who is responsible or in a position to make changes? What has already been done?

❍

4 **Brainstorm ideas.**
List all ideas, even wild and crazy ones.
Pick the ones that might work.
Discuss possible consequences.

❍

5 **Develop an action plan.**
What methods are you going to use?

❍
- Fact sheets
- Letters to the newspapers
- Posters
- Petitions
- Speakers
- Contact officials
- Press conferences
- Radio, television, and press coverage
- Vigils
- Marches/demonstrations

6 **Step into action!**
Implement the plan.

❍

Successful?
Congratulations! Pat yourself on the back.
Stay involved.

Unsuccessful?
Back to the drawing board.
Evaluate your old plan for strengths and weaknesses. Draw up a new plan. Try again.

Remember that the democratic process can only work when citizens have the courage to face conflict fairly and deal constructively with change. Our world needs more people like you!

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When push comes to shove...

Fighting Fair challenges your students to stand up for their rights with skills - not fists - within the framework of Dr. Martin Luther King, Jr.'s philosophy of nonviolence.

"Fighting Fair" involves your students in brainstorming, role playing, problem solving and decision making as they explore the history of the civil rights movement.

"Fighting Fair" provides opportunities for students to apply the skills, strategies and values of nonviolence to their daily lives.

"Fighting Fair" includes a provocative eighteen minute video showing a coach help a group of angry kids resolve a conflict on the basketball court. Vivid scenes of the civil rights movement are used as a backdrop to help the young people understand the dynamics of nonviolence.

"Fighting Fair" contains a colorful poster of **The Rules for Fighting Fair** which provides students with guidelines to help them "fight back" effectively and nonviolently.

"Fighting Fair" contains an extensive teacher's guide and reproducible student pages.

"Fighting Fair" will enable students in grades 4-9 to understand that it takes courage, cooperation, communication skills and a commitment to lead a peaceful and productive life.

PEACE WORKS

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